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UNIVERSITY OF ILLINOIS

Third Summer Session

Conference on the Improvement of Instruction

July 12-15, 1938
Urbana, Illinois

Under the Auspices of the Summer Session
of the University of Illinois
and with the co-operation of the
Illinois High School Principals' Association

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Third Summer Session
CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION
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This is the opening session of the Third Summer Session Conference on the Improvement of Instruction. I will identify some of the platform for you if I may: Professor Knudsen of George Peck College for Teachers; Carl W. Allison, President of the Illinois High School Principals' Association; Professor Ted Fagdale, of the Southern Illinois State Normal University at Carbondale, who is representing President Sullivan, who was unable to attend; Superintendent Burke of Decatur; Professor Woody from the University of Pennsylvania; Dean Harbo, President of the University of Illinois; and Professor Knight from Purdue University.

Dean Harbo is here to extend the university's welcome to the members of this conference. I have asked him to include in his remarks of welcome a brief statement about the interest of which the university is taking in the improvement of instruction within its walls.

WELCOME

BY

DEAN ALBERT J. HARBO, President of the University

Mr. Chairman, ladies and gentlemen, I wonder whether you're having, as I have said, a difficulty in learning from the symposium on education just what education is about. I wonder if you are having the trouble that I am having in finding out what the objectives in education are. It seems to me that we have today a great many discordant voices. Perhaps these voices are just arising in us, something like at this time, but at least they seem very discordant to me. In fact, there is a confusion of voices and a babble of voices.

If anyone wishes to listen to the speakers from the platform and from the side of over the air and to read the printed pages you will find a great confusion of voices coming at the subject of education. I suppose all of you have had the experience of hearing too many voices coming over the radio at the same time and that is what comes in today. I hear sometimes that are something like this: education - we should educate fewer people; it is our job to educate only a few people. So we must educate all people. Education must be available to all people of our country. The time of democracy has come. The individual is the basis of the church of the family and the state. The people must be educated. The people must be taught to live in a democracy and to live in a democracy.

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CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 1

TUESDAY EVENING SESSION

OPENING OF THE CONFERENCE

by

DEAN THOMAS E. BENNER, University of Illinois

This is the opening meeting of the Third Summer Session Conference on the Improvement of Instruction. I will identify those on the platform for you if I may: Professor Knudsen of George Peabody College for Teachers; Carl W. Allison, President of the Illinois High School Principals' Association; Professor Ted Ragsdale of the Southern Illinois State Normal University of Carbondale, who is representing President Pulliam, who was unable to attend; Superintendent Harris of Decatur; Professor Woody from the University of Pennsylvania; Dean Harno, Provost of the University of Illinois; and Professor Knight from Purdue University.

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If anyone wishes to listen to the speakers from the rostrum and from the air or over the air and to read the printed pages, you will find a great confusion of voices coming on the subject of education. I suppose all of you have had the experience of hearing two or three voices coming over the radio at the same time and that is what comes in today. I hear snatches that are something like this: education - we should educate fewer people. It is our job to educate only a few people. No, we must educate all people. Education must be available to all sorts of people and we must educate the masses. The hope of democracy lies in an educated citizen. Education deals only with the individual. The family unit is disintegrating. The influence of the church is waning. The schools must supply what was relinquished by the family and the church. The schools must build character. The schools must teach us how to live and lead us to a good life.

Presents Lecture I

TUESDAY EVENING SESSION

OPENING OF THE CONFERENCE

by

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No, the schools must devote themselves to vocational education. The apprentice system has broken down; the schools must take its place.

That's all well enough. But, to the public it presents a very discordant note, and we find intelligent people and intelligent members of the public saying, "If you people in education don't know what it's all about and what you are doing, why come to us for necessary assistance, when some of those things are doing a great deal of harm?" Out of that confusion of today has come criticisms of the schools. Schools have always had a fair amount of criticism, but they have never had the severe public criticism they are given today.

Generally the benefits of education have been taken for granted. That has been true since the earliest days of our country. Today we are confronted by a new type of political philosophy. There is an alarming kind of competition and an intense struggle is being waged for the taxpayer's dollar, and let no one think that there is not an intense struggle over it. In fact, the private individual has to struggle hard to hold onto his dollar as he has it. Perhaps, I can best illustrate the situation by calling attention to the fact that most of us were brought up around the dinner table where the food was brought in on large dishes. We all helped ourselves, and usually there was enough to go around, but sometimes visitors came in unexpectedly and that was pretty tough on the rest of us because as members of the family, we had to go without or with lesser portions.

Let us vary the situation. We are sitting around a table which has on it the taxpayer's dollar - in the old days the county judge, the prosecuting attorney, the sheriff, the county officers, the city officers, and the school teacher sat around the table. There wasn't quite enough money to go around, but it was a friendly group, and it was well disposed toward education. Later more guests came in; there were more taxpayer's dollars, but there were greater demands - the highway commissioner, the park commissioner, the city light representative, the water works representative. There was a greater struggle for the dollar, but it was still a very polite group so far as education was concerned. Today there are more guests about the table - old age distribution funds, maximum occupation funds, and a variety of agencies represented through the wave of legislation coming in at this time known as social legislation. This group is not so polite toward education as the group formerly was.

They are edging their way; this is not said in any critical sense but it is merely sizing up the situation as we have it before us today. Criticism of schools is coming. There is a new type of political philosophy and the confusion that we have in education is adding to our difficulty. Our voices are discordant in advancing our interests. The attitude is, "If you don't furnish what we will have, we'll see to it that it is furnished." And we have the movement for the CCC. The problem, as I see it, is where do the schools fit into the changing social and economic scenes. Where should they give way? Where should they hold fast? Should measures be adopted to protect their interests?

Problems such as this have been troubling us about the university for a long time. We tried to find our way through it and then finally decided it was not our problem alone. Then, in January of this year, President Willard called a meeting of the presidents of

the schools of higher education of the state. We came to the campus, discussed some of the problems involved and then a steering committee was appointed which outlined a program something like this: 1 - A meeting in April of this year; 2 - an interim period in which studies could be made; 3 - when the studies were completed and the committees were ready to make their reports, a conference sometime late in the fall or early winter in which the committees would make their reports and their reports would be discussed.

The meeting in April was held, addresses were given, and committees were appointed and these committees are now at work studying some of the problems of education as they are in Illinois. The five main committees are at work. One is studying the situation of youth in Illinois and is attempting to answer some questions of this nature: what is the quantity and quality of the demand for education? What are the trends in Illinois? What are the social and cultural backgrounds of youth in Illinois? What are the occupational activities and outlets for young people? What is the relation between existing facilities for education, and what does the present social system demand?

The second committee is working on what is called generally the social situation in Illinois. It covers studies in the social pattern. What is the trend and outlook for manufacturing interests in Illinois? What are forms of governmental activities in education? What are the trends and outlooks for the professions? What are the functions of the Liberal Arts College in the present social scene? What is the need for vocational training?

The third committee is working on the financial situation. It is making a basic study of the wealth of the state. It is attempting to answer questions, some of which are: What is the present quota wealth of youth in the state? What are the sources of state income? What are the basic assumptions back of federal subsidies? What are the per capita costs of all education in the state?

The fourth committee is working on the administrative situation. It is dealing with studies of colleges and secondary schools. This is all one great problem - secondary schools fit in just as intimately as colleges do. What is the status of recruit? What is the place and function of junior colleges?

Finally the fifth committee is working on the public relations situation. That, in many ways, is one of our most important committees. Does the public understand the intentions and methods of education? What information does it get and what does it not get. What information should it get? What are the means of advancing education? What is the significance of education's leadership in the social processes? What are the major criticisms of education? What appraisal can be made of these criticisms and what methods can be devised in meeting them?

Now it is my happy privilege to welcome you on behalf of the University of Illinois. Perhaps it is unnecessary to say that, because you know it, but I may assure you a most cordial and indeed a warm welcome. I might say to you that we are now at work in air conditioning one of the larger rooms on the campus and so, if your

imagination is good, you will imagine that for the balance of the evening you are sitting in that room and enjoying the cool air that is being wafted in by the system being installed. If your imagination is not so good, we have swimming facilities in which you can take a plunge after the lectures are over.

May I just repeat a phrase that comes down a long long past on occasion when Jehosophat met Jehu and Jehosophat said to Jehu, "If your heart is right to my heart as my heart is to yours, give me your hand."

SEVERAL IMPORTANT NEEDS OF ILLINOIS HIGH SCHOOLS

by

CARL W. ALLISON, Principal, Senior High School, Champaign

Only an amateur would call this weather hot. I have recollections of an examination held in one of my courses. It was held at night because it would be so much cooler. The members of the class brought two towels each and had to wring them out several times during the course of the examination. That was really hot. This is a mild-tempered evening.

I have been asked several important needs of Illinois high schools. It seems that Dean Harno has covered the situation very well. We shall enumerate the needs of the high schools in the state. I suppose we might classify in general these educational problems into two important groups: 1 - Problems of administration and finance; 2 - problems of instruction, contention, materials, and methods. The committees of our Principals' Association of the University Summer Session agreed that we would be most concerned about the problems of instruction in this question.

I think we will all agree that the youth problem is one of the most acute for us. It is imperative that we make every effort to make him a useful student in the community to help him take his place as a citizen if our democracy is to survive. Nowadays you would contend that it is one of the keynotes of the situation. We must deny that most of our youth in secondary and finishing secondary schools are far from contented. So many of our school systems have not kept pace with the economic growth of our communities. Someone has said, "Among the institutions of today, our schools suffer most from the social lack. It is no longer merely a selective agency to prepare a student for college or a profession. Now we must meet not only the academic element but the main run of children in the community in classes in school. So we must meet the needs of the boy who would become a carpenter. He would and should become a carpenter if he has the opportunity as well as the future professional man, so it may be that more known college and vocational subjects are needed to balance the academic program."

I think each of us needs to examine the set-up in his own school and evaluate his program with reference to the needs of the community. It is a very popular belief that it may be well to try the trial and error method in order to provide the most urgent needs for some of the students. Certainly an analysis of the needs of the community

may serve as a guide in character training, thrift, health, safety, and all factors constituting a good life. It is true in no instance that we may be able to provide the training which we consider ideal, but I believe it is very much worthwhile for each of us to make a start in the right direction. Sometimes we seem to stress mass education and forget the individual. Perhaps that is the duty of the teacher in a large respect. A good teacher must have a broad training, a large experience, and above all, loyalty to children. We must search out the problems of the individual and help him find the solution. Certainly the callous or lazy teacher has no place. I think she will get along no better than the boy from the city who went to live on a farm and said, "I suppose I can stand the farm life for a while." One morning he was told to go out and harness the mules. After a time the farmer became impatient, wondered what was going on, and wanted to know the cause of the delay. The boy in a sleepy voice called back, "Oh heck, I can't get this collar on this mule. His ears are frozen."

He didn't succeed very well, because he didn't take time to know what it was all about. We don't want that kind of teacher. We need to select the best teachers. We need to go farther and modify our educational plans to fit the individual. As stated by one of the committee of the National Education Association, "We must allow each pupil to make the greatest growth of which he is capable."

Guidance is a particular problem at this time and a great many of us don't know what to do about it. I suppose we might consider guidance covers enough to take in the whole set-up, but when we consider vocational guidance, we are trying to clear out many, some good and some not so good. But I believe that most of us agree that the ideal school is quite elusive. We need to help youth discover his weaknesses as well as his talents and interests so that he may enjoy useful citizenship. Since the vital solution has not been discussed, I think we will all welcome suggestions to be put into practice.

Then, too, we need to consider a little more cooperation in our profession. We need to forget petty jealousy so that all may consider the welfare of youth, all work together for the betterment of the educational program. We need to keep pace with the community about us and provide the best education possible for every student who comes to our schools. An attempt will be made to bridge the gap between theory and practice. We hope that your philosophy of education will be broadened a bit by the discussion and that you may resolve to better fulfill your responsibilities. Speaking for our Principals' Association, I wish to thank the university for their splendid cooperation and also for the many participants in this conference to help us in the solving of our mutual problems.

* * *

DEAN BENNER: The next speaker is a young looking man, but he is more in years than his appearance indicates, as he was superintendent of schools in the little town of Danvis where I was born. He came to the Middle West before I did and became associated with the University of Iowa and is now head of the Division of Education and Applied Psychology at Purdue University. Throughout the Middle West he is highly thought of as a man with a quick and decisive mind and the ability to express his ideas.

may serve as a guide in abstract thinking, theory, practice, and all factors contributing to a good life. It is true in no sense that we may be able to transfer the training which we receive in school to the very much broader life of the community. But I believe in the right direction. Therefore that is the only of the time and space the individual. A good teacher must have a broad background in a large variety of subjects and must have a broad knowledge of the conditions of the individual and help him find his way. I believe that the solution of the problem of the boy from the city who wants to live on a farm and work, I suppose I can stand the time for a while. The solution is not to go out and become a farmer. After a time the farmer becomes interested, interested what was not at all, and would be very much interested in the boy. The boy is a steady worker and hard worker. I can't see this solution in the future. His ears are frozen."

He didn't succeed very well, because he didn't take time to know what it was all about. We don't want that kind of teacher. We must to select the best teachers. We must to be careful and really our educational plans to fit the individual. As stated by one of the committee of the National Education Association, "We must allow each pupil to make the greatest growth of which he is capable."

Education is a particular problem at this time and a great many of us don't know what to do about it. I suppose we might consider guidance covers enough to take in the whole set-up, but when we consider vocational guidance, we are trying to clear out many, some good and some not so good. But I believe that most of us agree that the ideal school is quite elusive. We need to help youth discover his own interests and talents and interests so that he may enjoy his education. Since the ideal solution has not been discovered, I think we will all welcome suggestions to be put into practice.

Then, too, we need to consider a little more cooperation in the profession. We need to forget petty jealousy so that all may contribute the welfare of youth, all work together for the betterment of the educational program. We need to keep pace with the community and to provide the best education possible for every student. An attempt will be made to bridge the gap who comes to our schools. We hope that your philosophy of cooperation and goodwill. We hope that your philosophy of cooperation will be broadened a bit by the discussion and that you will solve to better fulfill your responsibilities. Speaking for our "Intergroup Association" I wish to thank the university for their splendid cooperation and also for the very problems in this conference to help us in the solving of our mutual problems.

DEAN BEMER: The next speaker is a young looking man, but he is more in years than his appearance indicates, as he was superintendent of schools in the little town of Davis where I was born. He came to the Middle West before I did and became associated with the University of Iowa and is now head of the Division of Education and Applied Psychology at Purdue University. Throughout the Middle West he is highly thought of as a man with a unique and delicate mind and the ability to express his ideas.

THE OBJECTIVES OF RECENT DEVELOPMENTS IN
CLASSROOM INSTRUCTION

by

Professor F. B. KNIGHT, Purdue University

Another possibility has occurred to me relative to the ladies and gentlemen in the back of the room - that they may be sound asleep, and perhaps it is a much needed rest. Life is fine to be met with courage and perhaps our teaching profession is a little lacking in courage. All those of you who have enough courage to teach school and really don't want to stay here, please get up and go about your business. I know one man in the audience whom I can see out of the corner of my right eye who needs to go home and sleep. What have you been doing to your Illinois Professors to tire them out?

The subject under discussion has to do with the problems which the world is talking about. They are alive and because they are alive, they are unsettled and unstable, and they are surrounded with differences of opinion as to how they may best be solved. If one talks about anything that really matters, the chances are good that a reasonable fraction of those that listen will disagree and the speaker dealing with the live problems always takes a risk that he will run counter to various private positions which lie in your mind, or your neighbor's mind.

I have listed four or five problems which will be worthy of a moment or two of discussion, but as I was preparing this paper I am afraid that the interest of the moment carried me rather far afield, but I have found it better to say what one wants to say than what the chairman wants and expects one to say.

The first problem is one which has been adequately discussed, and that is the problem of character education. Let it be observed, whatever our opinions may be, or however we may wish it, that McKinley has been assassinated and we have moved on tremendously since then. You and I may not be on the move and you and I may have a private opinion that does not approve of the present situation in the world at large, but it is there just the same, and with the growing and increasing tension in the world on the one hand and the same old nervous system in man on the other hand, our systems are no better than those of our forefathers who spent their time hunting and fishing and lazing in the moonlight of a summer evening instead of disturbing the quietness when they should have been at rest. Because of the same old system and the increasingly complex tension, we must give increased attention to making men decent as well as smart. The wonder to me is not that there are so many people in the insane asylum, but that there are not more; not that there are so many criminals but that there are not more. People voice this with vague fears of inadequacy, frustration, and a hundred others. The marvel to me is that there is not more. The marvel to me is that man, with his same old nervous system, is as contented and as stable as ever.

With our increasing power, it is correspondingly important to increase our commerce; thus the education of the emotions is of paramount importance. Perhaps it is here where we have been the most remiss as far as our college education is concerned. Perhaps it is

THE OBJECTIVES OF PRESENT DEVELOPMENTS IN
INTEGRATED CURRICULUM

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[illegible]

Another possibility has occurred to me relative to the ladies and gentlemen in the front of the room - that they may be asleep, and perhaps it is a much needed rest. Life is fine to be sure, but perhaps our teachers and students are a little lacking in courage. All those of you who have enough courage to stand up and speak out, please do so. I know one man in the audience whom I can see out of the corner of my right eye who needs to go home and sleep. Have you been doing to your Illinois Professors to tire them out?

or your neighbor's mind. Will you please be making private inquiries when you are out next afternoon dealing with the line problem always taken a risk that is a tremendous question of those that insist will disappear and the ruin about anything that really matters, the answers are good that differences of opinion as to how they may best be solved. If one alive, they are mistaken and mistaken, and they are mistaken and the world is talking about. They are alive and because they are the subject under discussion has to be the the problem which

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 and increasing tension in the world on the one hand and the same old
 world at large, but it is there just the same, and with the growing
 private opinion that does not approve of the present situation in the
 then. You and I may not be on the move and you and I may have a
 thing has been established and we have what we can do with it. But
 whatever our opinions may be, or however we may wish it, that Mc-
 and that is the problem of mankind. That is the problem of mankind.
 The first problem is one which has been advantageously discussed.

here where we have been the most remiss in our elementary and secondary school education. It is surely here where we have been the most inadequate and remiss so far as graduate work is concerned. In other words, the rising generation must be wiser as well as more clever. We must teach our youngsters what we were not taught well enough - to be good feelers as well as good thinkers, good deciders as well as good actors.

So the disaster of our politicians in the last one hundred or one hundred and fifty years is pointed out. Our politicians and statesmen haven't done us any good at all in comparison to scientists, but the best we can do is to spend more and more money on battleships, and that, ladies and gentlemen, simply is not good enough. So now, being poor feelers ourselves, we, as middle aged people, are dommed to be on an educational system which will create good feeling and good desires as well as competent and skillful thoughts, and technical skill and power. Would you still remember that we must give increasing attention to decency as well as smartness?

A second purpose to which I would like to call your attention is the problem of conserving and developing unusual ability. The education of the upper twenty per cent in ability deserves far more attention than that now received. Through sentiment - not through judgment - through a sort of feeling of superiority and hence of pity rather than through sagacity and prudence, school system after school system pours money into the handicapped, and with what result? After the year's work, they have lost no ground; a very large percentage of boys and girls going the same length of time to our public schools that the high school graduate goes, still have reached only the fourth or fifth grade.

The point is to plant corn on good ground, not to feel sorry for poor ground. Out of our excess profits, out of the money that we don't need, we can afford to inflate our own egos with sentiment and generosity and pity for the lower twenty or twenty-five per cent. But, as a sheer matter of fact, it would be about as well to hire a stable guide so that he could carry water from one place to another or row a boat or play hide and go seek. Perhaps it is better to give them the kind of education that only a certain amount of mental ability can profit by, but the lower twenty per cent simply do not get that. But what do we do with the upper twenty per cent? It matters not when his father takes him out of school and puts him to work. And society does not prevent his father from doing that.

There are not as yet a sufficient number of schools in the state to facilitate the bringing to full fruition the rare ability that is represented by the upper twenty per cent. America could well learn to trust its ablest men. In our conceited way we dislike to do that, not being very able ourselves. But even more important America can well afford on its honor at a risk that the public and pre-school system of the United States did not do far more to develop unusual ability. There are too many preachers, teachers, and skillful surgeons. Has there been a conclusion in the last fifty years which has been distinguished by a surplus of mental ability? No! Sagacity leads us to suspect the improvement of an excellent, a long continued education for the highest twenty per cent.

The third problem which we must face is the problem of teaching controversial subjects, and if I were five hundred miles from my own

campus instead of one hundred, I would be tempted in the heat and hence the excitement of the moment to tell you what I really think about the teaching of controversial subjects. As it is, I'll safely hint at what might be thought concerning the teaching of controversial subjects. Outside of a very few facts, such as November comes before December, such as $2 + 2 = 4$ and the logical deductions from that fact, and a few facts in history and science, is there anything else more worth teaching than the controversial subjects in a democracy such as ours? Still, with what determined ability we will avoid the teaching of controversial subjects.

Shall we define a high school as a school which earnestly concerns itself with things that don't matter. That is very easy. Of course, the easiest thing to do is not to touch any problem in the school which is not safely in tune in the past or doesn't touch the burning issues of everyday life. We will teach courses in family life in our home economics, but would we raise the question whether the woman in the house should be mostly a mother or mostly a wife? Would we raise the question as to what a man really is or what a wife should have? No, we would not touch that; we'd skim around that neatly and safely.

A controversy is an involved subject, and hence it has certain characteristics, and these characteristics we should have clearly in mind or not fool with at all. A controversial subject almost by definition, is one that matters. It is one of importance. It is a subject also around which much feeling already exists. Come over in my state and talk about McNutt and see what happens; or the two percent having government jobs. No, better not touch that. Why not? A controversial subject is also a subject in which, often but not always, vast interests of various kinds already have a stake. These definite interests are not the only stakes; they may be the so-called practical man who barely makes a living as a business man in a small town, and these vast interests are usually alarmed about any solution to this controversial problem except in their own private opinion, and it is hard to change that.

A controversial subject is a subject concerning which influential people have openly and previously committed themselves. And now that they have consistently committed themselves, they find it difficult and elusive and probably painful to consider any other alternative and they, not wanting to consider it, look with alarm at any one who considers any other solution. There is a certain type of man, altogether too influential in our town, who wants everybody to agree with him. If not, look out. There are not so many in Illinois as there are in other states. It doesn't matter in Illinois whether or not your high school turns out a good team. Even now, we are beginning to dismiss music teachers if their orchestra does not win in competition, but that would be a controversial subject.

Will you consider the following four suggestions concerning the teaching of such subjects? In the teaching of all controversial subjects, let us teach what is true. Let us avoid teaching that which is trivial. The chairman of your meetings, with his well-known accuracy, missed the fact that I was once teacher in Brass, Texas High School, and that I went to a private school in New Orleans and the view of the Civil War that I was taught means that all your teaching is wrong if it were true. There are about as many histories of the

Civil War as there are sections in our lands. In the teaching of controversial subjects, let us at least teach the truth.

Secondly, in the teaching of controversial subjects, let us remember that the habits of thought - practice - are probably more important than the content of a controversy or the conclusion which we reach. The habits of thought are probably the things which we receive afterwards, but it takes rather a cautious person to show the idea. Teach courage first. In the teaching of controversial subjects, then, we have the situation par excellence for teaching sound problems and solving techniques.

Third, in the teaching of controversial subjects, we have an excellent opportunity to teach increased faith in the expert. More and more with technical subjects, the way to solve a controversy is not to argue about it, but to appeal to the expert, and America does not have sufficient confidence in experts. We do not make enough use of our ablest men. The town in which your chairman was born has in its school board office a big book in which the school board records since about the time of the Revolutionary War were kept. With all styles of penmanship the records of the Danvis School Board have kept a personal history in miniature of American education.

Not so many years ago, a new fangled doctor in town wanted to use anaesthetics to alleviate severe pain, and the topic was brought up in town meeting for discussion as to whether or not it was proper to use ether. (They discussed anything they wanted to in town meetings.) There were three points which I learned: (1) the cultivated thought that it was an irreverent interruption of Divine providence. If Divine providence wanted pain, we should not prevent it. (2) One school teacher said, "Let us ask the doctors in Boston," - an appeal to the experts. (3) A business man said that ether was a new fangled notion that would pass out in a few years; and the town meeting of Danvis postponed the decision of the meeting for one year until the next meeting. Now, one of the three was right.

In appealing to the expert and in not teaching controversial subjects, we have an excellent opportunity to teach increased faith in the expert where technical matters are involved. But that will be no good, or little good, unless we at the same time teach our youngsters how to recognize an expert in a particular field. It is not very right to say an expert is a common ordinary man in a strange town. That's the appeal to the inferior, not to the expert. It is easy to find out who is an expert surgeon. It is easy to find out who is an expert psychologist. But it is not so easy to find out who is an expert in money matters. Our expert cut the currency in half in order to cut prices and nothing happened. They haven't even talked about why nothing happened yet. There are no experts in currency at the present time. Perhaps the experts in currency don't ever know they are experts in currency.

In all controversial subjects, teach the truth. In teaching the habits of problem solving, teach increased faith in the expert, and teach skill and sagacity in discovering who is the expert. That is a problem that has nothing to do with the size of the school; nothing to do with the range of the intelligence of the school; nothing to do with whether the principal is bald-headed or still has a head of hair and hopes to keep it. It is the problem of making a school live, of making school a preparation for life or a report about life or a history

of some other life or a future of life. The school must have life. The school must be the child's other home, if he runs from high school to home, and from home to high school, he should be popping back and forth from home to home.

What is a home? A home is where two attitudes or two relationships operate at once - between the adult - the parent, or the teacher - the symbolic parent of the child. It is not a home where parents merely love a child. A home is where love and understanding operate at the same time. I do not blame you very much for not loving your child, but you should. I do not overestimate the amount of understanding you have of the adolescent age, but it should be more.

I take this occasion to point out certain results which occur in every day schools because youngsters are human, and parents and teachers are human. Only principals and college professors are divine. It is easy for you, as the classroom teacher, to use the school for your own purposes rather than for the purposes of the pupil. Here is a high school principal, married for five or six years; his wife bawls him out, he bawls the teachers out, using the school for his own purposes. Here is a teacher that wonders at the blindness of men. She knows very well she would make a lovely wife, but she must be asked. The years go by, lonesome and cold. She gets catty and grouchy in the classroom and uses the school completely for her own purposes. It is easy to do that. But the school may never be a home that way. I might say to the unmarried females over 25 years of age in this room that you wouldn't feel so sorry if you knew men as well as I do - we needn't go on.

The second risk which I need to point out is that is very easy to dislike and be irritated by pupils. So often you see in them the things that you despise in yourself. You dislike a youngster who is not competent. It is easy to dislike pupils, but it is a risk. I dislike others who are much better than I am.

Third, it is easy to become too absorbed in a protective attitude toward the subject matter. What do you teach? I am a teacher of Latin. I am so often interested in the subject that I hate to see it carved to pieces or scrimped, but we might be tremendously interested in the subject matter and still not get a protective attitude toward it. That is usually wrong.

Fourth, it is easy for you to forget what else the child is learning over and above this subject matter. He is learning geometry, but he is also learning how to flatter the teacher; he is learning his English Composition, but he is also learning how to make believe that he spent an hour on work which he did in ten minutes. One learns to cheat, to tell the truth, to side-step around if he cannot run right square into reality; one learns so many things besides subject matter. And the revolt against this whole type of school had much of the energy to support it that grew from the fact that we were teaching not only subjects but so many other things that did more harm than good. The revolt came and it is still here.

Fifth, it is easy to become so conventional that the breath of life in the school is gone and sometimes the psychology of allowing nothing in the classroom is as bad as the air in it on a sunny winter day. The larger problem is not the curriculum or most of the things

that one finds in methods used. The major problem in school teaching in the class room is how to get the classroom to prevail, to breathe, to tingle with good nature. A Swanee River atmosphere is a priceless characteristic of a good classroom. Education is a powerful influence in the life of the child, but will you remember that education, systematic education, can do harm as well as good and often does. The fifth problem of the classroom is this: the problem of getting the newer knowledge concerning the child and the newer knowledge concerning education activities, the work in the classroom. Samples of newer color deal with special difficulties of good and bad deportment. An A in deportment often is a very sory alarming report and a B is much better for some. Experimental psychology now has much to say concerning the variety of various teaching techniques and that information we should know.

My sixth and last point is the personality of the teacher. The teacher is a person and she is the main factor in the school. Thus, what a teacher is speaks so loudly that what the teacher says cannot often be heard. Will you consider this question? Is this teacher worth five hours a day of my child's time? Now, when the average parent will ask that question honestly, there will be no question about the parents; there will be no question about the attendance tenure any more than there is a question of the tenure of physicians. Some of us will like it a lot better and others will not like it so well. Is this teacher, as a person, worth five hours of my child's time? And I might say, from the standpoint of teacher preparation, that the main problem is only half stated when we talk about getting a youngster ready to teach. The equally important half of the problem is keeping an experienced teacher ready to teach. Getting them ready to teach and keeping them ready to teach is a very exhaustive and degrading life and the longer the teacher teaches, the better she is. There is not a scratch of evidence to support that.

To help the teacher as a person, first we should take vigorous steps to respectabilize teaching; in town after town, teachers are often lonesome, frequently discouraged, and almost always overworked. Let us insist that we have good tools. Here we are in educating putting money into it. We put our money into this and into that when we do not have adequate buildings, and when we bought a ventilating system the principal was afraid to ask the janitor to see that it worked. Let us see that the teachers have only a reasonable number of pupils. Teach 20 pupils, or slice out somebody's appendix.

The doctor doesn't yawn half way through, wondering what the baseball score is going to be in the afternoon. He has only one belly ache to take care of at a time and you have 20 or 30 to take care of at a time. Suppose you would go into a doctor's office and say, "Will you cut out my appendix? I know that it isn't much, but I will feel better if you will charge me \$50." The doctor answers, "Now, I have been operating for four hours, so I will take you on the fifth hour." Do you know where there is some doctor that wasn't busy today?

We, as the doctors, have been pouring in as much for four hours in a process which is an exhaustive process. We should assign to our classroom teachers only a reasonable amount of work in terms of our available energy. That is the major problem for the classroom. Then, of course, we should have courses of study that are adapted to

the education of youngsters and courses of study that have some bite and appeal in them. And for my own peace, I would say in closing, and express my appreciation for the very cordial atmosphere, that let us place a high premium on adequate scientific training. That is why we are here. The lazy bones never came to summer school. Take care that you do, for you must be almost a doctor, almost a psychologist, almost a psychiatrist, in order to be a satisfactory teacher.

* * *

DEAN BENNER: Professor Knudson, who was at this institution at one time, is going to talk about the "Evaluation of the Outcomes of Classroom Instructions." There will be discussion for so much time as it seems profitable and you seem interested.

EVALUATION OF THE OUTCOMES OF CLASSROOM INSTRUCTION

by

Professor CHARLES W. KNUDSEN
George Peabody College for Teachers

Mr. Chairman, Ladies and Gentlemen; just before I left Nashville for this meeting one of my summer school students came to me and told me she had a dream. She dreamed that she had died and gone to heaven. She got there and made inquiry of the right party. She found that there were no other teachers in heaven at that time. On further inquiry as to where they might be, she was informed that they were down below in summer school. I know something about this summer school business, for I was a summer school student on eight different occasions and this makes my fourteenth consecutive summer teaching. I know something about the rigors of work in the summer time. Nevertheless, although you are hot and you are tired, and you want to get to the swimming pool, I am going to talk on this question of the "Evaluation of the Outcomes of Classroom Instruction."

The outcomes of learning are as inseparable from the art of learning itself as are the forces of action and reaction in the field of physical science. There is, however, a difference between outcomes of instruction in one classroom taught by the same teacher with the same kinds of youngsters and outcomes of instruction in another classroom in the same field with the same kinds of youngsters but with a different teacher. That is how the outcomes of learning can differ under different conditions.

We assume that the outcomes of learning in a classroom are often to be preferred to the general environment that prevails outside of the classroom. Were it not for that belief there probably would be but little reason for establishing a truth, learning a situation in which a teacher helps a child to grow in the direction desired. And when I have mentioned the term "desired," I think I have mentioned the first session of evaluation that we should consider. If one goal is more desirable than another goal, it becomes a problem in evaluation to tell which goal is the more valuable and oftentimes that is not easily determined.

If you point the reference to your professional training, may I suggest this to you. You will likely gain more facility as a teacher

in the field you value from the study of philosophy, than you will in any other field; yet the teacher has to take wholeheartedly to the field of philosophy as a field of preparation for teaching. I should like to suggest therefore, that if you are not informed in the field of philosophy that you would make it part of your reading course to become informed. Philosophy is a word we all bandy about. We ask a man what his field is, when as a matter of fact a great many very sensible people have given the entire length of their lives to the pursuit of problems, and the findings of these people are such that I think those of us who deal with the setting of one value over another may profitably consider the result of their reflections.

This matter of deciding which of several goals is most important is decidedly a difficult problem, and I do not share the opinion of a number of my colleagues who think that those decisions can be made with the same nicety that one can plot a grave for complicating imaginations. I believe that problems regarding value and worth will be beneficial as long as we inhabit this earth for when we seek to depict the value of one thing over another, the very thing which makes life sensible has disappeared.

The second kind of evaluation which I should like to call to your attention is this: you and your student choose an objective, and you decide that this objective in a confident sense is to be preferred to another certain objective. Specifically, let us take an example from the field of spending. Most of us believe it is better for one to give attention to one's right vocation than it is to have been given the ability to spend fifty cents. There probably is a matter of debate there, but most of us are agreed that it is better to spend the larger percentage of words in an evaluation of how much of a given objective has been reached.

A third type of evaluation has to do with a matter of making a kind of inventory for the purpose of finding out whether or not the outcomes of learning are those that might be present had the conditions of learning been advantageous, and we have a good deal of experience to draw from in an example of this kind. For example, many of us feel that we want to teach the youngsters to think and we would set up the ability to think. We will measure our students. Oftentimes our measurement is nothing more than a measurement of factual information with no evidence whatever to show whether we can use these facts - the main objective of our teaching.

Let us go a step farther. All of you swear that you have set up in your school and probably set out to achieve with your youngsters objectives, an ideal of honesty that we call scientific and so on and so on through very fine sounding phrases which nearly always deadline the intellectual talent of the public and which nearly always deceive ourselves. What evidence do you have that you have succeeded in engendering these fine appreciations, these ideals, these attitudes, and these interests? I am going to try to be sensible and practical. If you will seek information you will find references to many instruments that can be purchased for the measurement of the scientific attitude for getting some of the bases on which to estimate the extent of the appreciation of the youngsters. Nearly everyone of you teachers do not have 25¢ a year to invest in that kind of instrument.

What becomes, then, of the evidence on which you do base your conclusion that you ever succeed and certainly what is a more high sounding objective? May I suggest to you that you become partial to this estimate that you exact the evidence of the success of your teaching; that is, your ability to get this outcome produced in the reach of a child by examining the behavior of that individual about the school, in the home, and in other situations in which you have a chance to observe him. That is not as different as it seems and yet few of us make any effort whatever other than this. I have been around this boy for a long time and if he is nice we are aware of the fact. We tend to like him. Any liking for this youngster leads us to believe that we have been successful in engendering an appreciation for the finer things of life. But just before the time of evaluation if this same youngster happens to do something on the other side, that changes our mind very much and that one thing outweighs all the other evidence that we may have called to mind as we sought to evaluate the youngster that we are speaking of.

What are the evidences on which we are making our evaluations of the outcomes of which we speak? May I suggest to you as teachers working in given schools that you set down a statement of these objectives that is more general and that you swear you want to attain and use that as a student measure. That effort can be made from an examination of the behavior of the youngster if you observe him about the school. That will give you a much better basis for a standard for evaluating your own success in achieving the objectives toward which you strive in classroom instruction. As is often now the case, fundamental reports of this kind tend to be for more intelligent parents and I think is an important parent to be informed as to the evaluation that the students acquire under our methods.

I suppose many of you have heard this story but I recall the case of a very simple colored woman who had cooperated to the best of her ability and had sent her boy to school. She seemed to be really proud of her lad with one exception. She wrote a little note to the principal saying, "I am sick and tired of getting the kind of evaluation on his behavior. We give him three baths a week, Tuesday, Thursday, and Friday, with a sponge on Saturday and Sunday, and every report so far has come back home saying 'rank in class.'"

To another this probably was equally as intelligible as to the teacher at school. We tend to rank people on very fine scales. There are 40 people in class and there are 40 ranks. If I were following this idea further concerning the examples, I would suggest to you not to try to include more than three degrees of that particular attitude, interest, taste, or appreciation to show the attitude in or among your students. The best you ought to set up is the best that is exhibited in the group with which you come in contact.

The youngster with a scientific attitude is as little developed as any youngster. I believe that things could be made intelligent if you listed the situations in which the un-scientific attitude was being exhibited. I was talking to a group of teachers and one of them came to me after class. They had listened to it just as you are listening. They said, "Mr. Knudsen, I am thoroughly in accord with what you have said regarding the development in attitude, but I want to give you a bit of advice on this subject." Everyone of them had the very same conviction regarding the teaching of any physical law

of the conservation of energy. If one can point out such an attitude as this, there is very little evidence that you have succeeded at all in interpreting the attitude in question. Let us see the cases of evaluation we often find.

It comes to my mind just now this scene in a secondary school on the last day. These youngsters have gone into a large hall. The professors are present dressed in long black coats; they look very formal and formidable. These youngsters are well dressed, their faces are shining from a good scrubbing, and they come forward up by the professors and I sit next to a gentleman with whom I have become acquainted. This is the final exam day and these youngsters are performing before the faculty. They come up and the faculty members begin to ask questions. You will say that these examination questions are not entirely new to these youngsters and quite a few of them have been coached on the questions. We cease discussing and we go ahead listening - some of them can give letter perfect answers.

Try to give some of the outcomes of the learning that they have acquired in the class rooms. This particular school wasn't sloppy or slodgy. It was a good one. It was presided over by a doctor of philosophy and 2/3 of the faculty were doctors of philosophy. It was a pretty good school and I think that kind of evaluation was used. Then after the examination was over the faculty very solemnly assembled and they began to say: "What about this boy? Was he about excellent or medium?" And on the basis of that kind of performance they evaluated the outcomes of the youngsters in that particular school. This is pretty bad. This combination of literature, science, history, has no application and yet we swear when we talk with the parents that the ability to think is one of the most important objectives of secondary school education. I say to you that we are a little bit weak on this matter of evaluation.

Some of you will have occasion to examine some of the reports of Progressive Education Association. You will remember that one of the first things this group did was to consider the objectives of our schools. They gave them factual information. You should acquire certain kinds of social sensitivities and the evidences of those will be indicated. What actually appears? In a school in Philadelphia where social sentence had been mentioned, particularly as objectives, they found that the matter of being on relief is simply a matter of being a dead beat. People who want work can find work. Those who won't, get on relief. There are instances in which that conclusion can be verified, but I don't believe that the statement can be applied to the people on relief as a whole.

They decided to do a little investigation on their own. They went out and began to visit some of these people who were srelly to go on relief. One they asked was a bell hop in a big hotel in Philadelphia. He was a nice chap and appealed to the youngster. He got no wages whatever and he lived on the tips. He went on to explain that he was getting too old, that when he reached a certain age he had to quit this kind of work. He was a little over thirty and he must either go on relief or find some work. What kind did he do? He said he had done this kind of work since early in his life. This bit of evidence was enough to silence that bit of thought that everybody on relief was a dead beat.

As a direct result of this overly simplified classification of human abilities, present-day education is characterized by a great deal of waste of human abilities and human effort. Pupils who do not fit into the head, hand or tongue type of learning are, nevertheless, forced to learn what they are incapable of learning and what is so psychologically distasteful as to prevent learning. As a result, the size of our scholastic graveyard, that is the number of students who drop out of school, or who fall off the academic ladder at one of the lower rungs, is truly appalling. Sometimes an educator becomes apprehensive when he considers the possibility that the public will learn how we have used the academic guillotine on so many of the public's children. Truly, education has been concerned more with the elimination of the so-called unfit, than it has been eager to find out what types of abilities the so-called unfit students have and whether an adequate type of training could be provided. As a result, our so-called academic failures go into life vocationally untrained, civically indifferent, oftentimes emotionally resentful and with feelings of inferiority which preclude the development of an adequate adult life. Moreover, they have been taught ineffective use of their aptitudes, and thus have lost all ambition to use what peculiar abilities they possess. We cannot force an individual to attempt to reach an unachievable goal without having a very bad psychological reaction. The forced attempt to learn psychologically distasteful material with a disregard for these distractors of learning have resulted in a great deal of educational waste. This condition in education has set the stage for a new development in American education. I refer to the so-called guidance or personnel movement.

The Function of Guidance

It is the basic function of guidance to contribute to the effectiveness of education by developing and using refined means of identifying the potentialities of each student; and by directing each student to appropriate training sequences, to the end that students shall develop a more intense desire to learn what they are capable of learning. In other words, the cultivation of a desire to learn will result if a student is attempting to reach an achievable goal. More effective skill in using aptitude will result if an individual works in line with his interests and ability.

If guidance functions effectively, the area of the scholastic graveyard will be decreased. Guidance workers do not contend that all students can be "saved" from failure. Many problems are discovered too late in life and some students possess too small an amount of any type of aptitude to meet the necessary training and occupational standards. Other students are in such psychological condition that the distractors from learning are too intense to be changed. While we cannot save everyone, yet we can save a great many of the pupils who are now failed by those teachers who seek only to teach rather than to cultivate learning.

Time permits only a brief characterization of this function of guidance and of its methodology. Briefly, it is a substitution of scientific methods of diagnosing potentialities for the widespread use of character reading at sight. It is an attempt to measure human capacities and to determine an individual's mental stature with regard to every possible aptitude. It is an attempt to measure rather than to guess whether an individual is capable of learning what a teacher teaches.

* * *

be able to make plans concerning his report. That is quite a story: what a person is - in fact I have a very brilliant lecture on what a child really is. It is a rather technical matter. It tells how to pick up all kinds of technique in getting along with the world or getting along with themselves, the technique which a child uses. It tells how to meet your enemy. You can meet him by looking him straight in the eye. You can meet the enemy with silence. You can meet the enemy by making believe he is your friend, or you can meet the enemy out of the corner of your eye. It tells of character patterns from day by day - some good, some bad.

The basic first step in the education of the emotions is to get a rough working description of what a person really is. Most of us are hardly on speaking acquaintance with ourselves; for example, if I should tell you a funny story you would laugh, but if I should begin to talk about something dry about beginning to understand yourself or a nice technique for solving a difficult problem you would not find it very interesting. You have no insight on what a child really is. Much of the material that I have been unfortunate enough to read relative to the education of the emotions has been a sort of superficial view of human nature. Whether or not we understand what a person really is, that is the first step in doing something about the education of the emotions.

There is a resolution which would be profitable for everyone to make. We will read no books on education unless in the preface the writer swears that he has spent a week with himself that he can hear and see what actually happened for fifty hours in typical class rooms. Only then will we read their books.

QUESTION: Isn't it true that it concerns us whether it is subjective judgment or not?

PROF. KNIGHT: I will take an illustration written by one of the authorities on health on one of the treatments common for T.B. where you dig a hole and lie in it and breathe. Most subjective judgment is evidence on which you base that. I do not think that is good as any evidence we can get. Many times it is our ego that leads us to express our opinions. We do express subjective judgments whether we have some evidence but not evidence that is thoroughly verified.

Wouldn't you also mention a word of caution to the most objective judgments? About two or three years ago the objective judgments were accepted by large armies of unsuspecting parents and children. Now that is all nonsense. Objective evidence is tough on the mind. It is tentative evidence even though our best subjective evidence is also tentative.

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July 12, 1938
Auditorium
7:30 p.m.

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Chicago, Illinois Harrison 2731

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CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 2

WEDNESDAY EVENING SESSION

MATERIALS THAT ENRICH CLASSROOM INSTRUCTION: WHAT ARE THEY? HOW CAN THEY BE USED TO SUPPLEMENT THE TEXT BOOK EFFECTIVELY?

by

DR. PAUL T. RANKIN, Detroit Public Schools

Let me start by telling you what happened in one classroom I visited in Detroit last winter. I went in to hear one of our Detroit public school radio programs called "History in the Making" and designed for pupils in the junior and senior high schools.

The school was a large junior high school in a lower middle class district which had a large proportion of colored pupils. The class included about forty-five children in the eighth grade.

The subject of the broadcast that day was "The Welfare Crisis in Detroit." The teacher used a few minutes before the broadcast came on to discuss with the pupils what they knew about the program of public assistance in Detroit. Eight or nine of the pupils came from homes that were on relief. A few in the class came from favored homes. There was much difference among the pupils in the understanding of the problem involved.

The broadcast came on. The first incident was a brief dramatized flashback to a discussion between two business men during the stock market break in August, 1937. The narrator went on to tell what happened to business during the fall and early winter. The cold facts and figures were made live by a series of dramatic interludes in the experiences of one Detroit family. The first scene in June, 1937 shows the man and wife buying new furniture on time on the strength of the man's job and regular wages. The next scene four months later shows the man with a friend at the factory talking over the likelihood of their losing their jobs. A week later John comes home laid off with no opportunity for work elsewhere. Three more weeks pass and the constable comes to pick up the new furniture because they were unable to continue their payments. Finally their small savings are gone and they are forced to go to the Department of Public Welfare for relief. The broadcast closes with some up-to-date facts about the load on the Welfare Department in Detroit, the relation to WPA, and the apparent trends in the total picture.

I watched the children during the broadcast. They leaned forward in their seats; they were intent on what they heard. One girl, who I later learned was from a relief family, wept. The broadcast came too close home for her, apparently. Following the broadcast, there was a lively discussion about some of the issues that were raised at the conclusion by the narrator. Only a few of these youngsters had had direct personal experience with relief, but they all were aware of the importance of the relief problem. The broadcast had clarified the problem, had given them some new facts, had guided their interpretation. This was a class in American History and

WITNESSING THE MOVEMENT

MANIPULATES THAT ENGLISH CLASSROOM INSTRUCTION: WHAT
AND WHY? HOW CAN THEY BE USED TO SUPPLEMENT THE
TEXT BOOK EFFECTIVELY?

by

DR. FAYE P. WALKER, DETROIT PUBLIC SCHOOLS

The school was a large junior high school in a lower middle class district which had a large proportion of colored pupils. The class included about forty-five children in the eighth grade.

The subject of the broadcast that day was "History in the Making". The teacher read a few minutes before the broadcast and on to discuss with the pupils what they knew about the program of public assistance in Detroit. Eight or nine of the pupils came from homes that were on relief. A few in the class came from favored homes. There was much discussion among the pupils in the classroom and of the problem involved.

The broadcast came on. The first thing that was said was that the market broke in August, 1937. The narrator went on to tell what happened to business during the fall and early winter. The color facts and figures were said in a series of dramatic statements in the experiences of one Detroit family. The first scene in June, 1937 shows the man and wife trying to find work. The next scene four months later shows the man with a friend at the factory talking over the likelihood of their losing their jobs. A week later John comes home laid off with no opportunity for work elsewhere. Three more weeks pass and the family comes in bit up the new furniture because they were unable to continue their payments. Finally their well savings are gone and they are forced to go to the Department of Public Welfare for relief. The broadcast closes with some up-to-date facts about the loss of the Welfare Department in Detroit, the relation to WPA, and the apparent trends in the total picture.

I watched the children during the broadcast. They looked very hard in their faces; they were intent on what they heard. The broadcast was later learned was from a relief family, wept. The broadcast came too close home for her, apparently. Following the broadcast there was a lively discussion about some of the issues that were raised at the conclusion by the narrator. Only a few of these young were had that direct personal experience with relief, but they all were aware of the importance of the relief problem. The broadcast had effected the problem, and given them some new facts and figures their interpretation. This was a class in American History and

Civics. Is it not important that such a class arrive at an understanding of public assistance to the needy and the other real problems of today?

I have described this particular incident in some detail because I think it illustrates as well as any one example could the possibility of enriching classroom instruction through materials that supplement the textbook.

Of course, the radio is not the only or perhaps even the most important means of enriching classroom instruction. Let me set out for you a number of such means of enrichment. I should like to group these under two general heads: first, the materials that may be used directly in the school and classroom, and second, those that utilize available experiences in the life of the community.

Supplementing the Textbook. But before we consider these varied forms of enrichment of instruction, may we give some thought to ways of using such supplements to teaching. The topic assigned me includes the phrase, "How can they (enrichment materials) be used to supplement the textbook effectively?" The value a teacher finds in supplementary aids will depend largely on how rigidly he holds to the concept of a particular course and a particular textbook.

Let me illustrate. I think most of you would agree that a broadcast on the problem of public relief might properly fit in a course on American History and Civics, and certainly in a course on American Life and Problems. But how about a course in World History or a course in Economics? If you were teaching World History, would you be willing to devote one period a week, say, to good radio broadcasts on contemporary problems?

Or take another example. In Detroit, we hold school elections at the same times as regular city and state elections are held. All pupils in grades six through twelve register and vote. They vote for practically all offices and they vote on charter or constitutional amendments that may be under consideration by the adult electorate. True, they vote on instruction ballots, not real ones, but their votes are counted and reported in the city papers just as are the real votes by adults. Now to my point. Only a few of these pupils from grades six through twelve are studying Civics. They are the only ones for whom the election project supplements the textbook very directly. Should they be the only ones to participate? We think not. We believe that fairly real experience in registering, in discussing issues and personalities among the candidates, in voting, and in tabulation of the votes are all important in the development of good citizens. Such activities may not supplement a particular textbook directly for many pupils, but in a very real sense they do supplement the general instructional program of the school.

And so I want to urge that we search for enrichment materials and experiences that supplement not only a particular course and a particular textbook but also the school curriculum in its entirety. After all, courses are but convenient organizations of pupil experiences that are presumed to contribute to the attainment of the basic goals for which the school exists. Supplementary books, motion pictures, radio programs, trips and excursions, and other instructional aids may supplement particular courses or they may supplement the general program of the school.

I have described this particular incident in some detail because I think it illustrates as well as any case example could the general idea of obtaining classroom information through analysis and synthesis.

...the textbook, the teacher will consider these new
ways of using each supplement to teaching. The teacher will be
inclined to use the textbook as a guide, and the supplement as a
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the general instructional program of the school. directly for many pupils, but in a very real sense they do supplement classes. Each individual may not represent a particular method of instruction, but the effect is the development of good habits and personalities among the candidates, in various, and in fact, to believe that fairly real experience is being gained in discussing society. Should that be the only means to be emphasized? We think not. One for whom the election project represents the business very important for whom the election project represents the business very important grades six through twelve are studying Civics. They are the only voters at school. Now to my point. Only a few of them public votes are counted and reported in the city papers but as we the year True, they vote on instruction ballots, not real ones, but that is essentially that may be under consideration by the small electorate. pupils in grades six through twelve register and vote. They vote for at the same times as regular city and state elections are held. All Or take another example. In Detroit, we hold school elections

general program of the school. Also my assignment requires that I be available for all my assignments, trips and excursions, and other institutional needs for which the school raises supplementary funds, within the means that are provided to contribute to the attainment of the basic aims. All courses are designed to provide a broad background of knowledge and experience for the school, and also to provide a general program of the school.

Materials in the School

First, then, the enrichment materials that may be used in the school itself. I shall discuss briefly the following: books and pamphlets, newspapers and magazines, films and slides, the radio, transcriptions and records.

Books and pamphlets. One very important supplement to the textbook is other books and similar materials. The value of supplementary books of many kinds is so generally recognized that I need to say little or nothing about it. May I suggest, however, in this connection the value of pamphlet materials of various types from various sources. Some of you have had the opportunity to visit curriculum laboratories here at the University of Illinois, at Northwestern University, and elsewhere. You must have been impressed with the tremendous variety of current pamphlet material that may be secured for the enrichment of teaching. Government publications in great numbers are available on many subjects. Furthermore, these booklets are generally accurate and inexpensive and sometimes they are beautifully presented, as witness, for example, "The Future of the Great Plains." Lists of government publications may be secured from the Superintendent of Documents, Washington D.C., on all kinds of subjects that are relevant to many of the courses that are taught in our schools. In addition, there are the pamphlet publications of numerous organizations like the Foreign Policy Association, the United States Chamber of Commerce, the American Federation of Labor, the Ford Motor Car Company, and hundreds of other private and semi-public agencies and organizations. It is true that much of this material is biased. But much of the material that students will find in life after they leave school is biased and they need to learn to use such materials intelligently and get the truth as far as possible from them.

If you have not been using some of the government publications in your teaching of United States geography and history and present-day problems, let me suggest that you get two reports as samples and see if you do not find them very helpful. One is "The Future of the Great Plains;" the other is "Our Cities - Their Role in the National Economy," a publication of the National Resources Committee in 1937. Both of these reports are available from the Superintendent of Documents, Washington, D.C., the report on Our Cities at fifty cents.

Newspapers and Magazines. The newspaper and the magazine constitute another significant means of supplementing classroom instruction. It has been recognized for years that they afford an excellent approach to the history, literature, and social life generally of our time. Increasingly, schools are providing newspapers and magazines by means of which pupils may achieve a greater understanding of present-day affairs.

Most secondary schools do have magazines and newspapers. Generally, however, there is but one copy of each and that copy is in the school library. Only a very few schools provide either newspapers or magazines in sufficient quantity to provide every pupil with one as would be true in the case of textbooks.

The newspaper and magazine are important not only because they are good sources of information that pupils should know but also because the newspaper and magazine constitute the bulk of reading by typical youth and adults. Analyses of the reading habits of adults

Materials in the School

These, then, are the materials that may be used in the school itself. I shall discuss briefly the following: books, maps, charts, newspapers and magazines, films and slides, the radio, records, and records.

Books and Magazines. One very important supplement to the text book is the library and reading materials. The value of a library is not only in the fact that it is generally recognized that I need to get my hands on something about it. May I suggest, however, in this connection the value of compiled materials of various types from various sources. Some of you have had the opportunity to visit universities. Some of you have had the opportunity to visit universities. You must have been impressed with the tremendous variety of material that may be secured from the various sources of knowledge. Government publications in great numbers are available on many subjects. Furthermore, these materials are well annotated and informative and excellent for the classroom. For example, the Bureau of the Census publishes lists of government publications that are secured from the Government out of Washington, D.C., as all kinds of statistics that are relevant to many of the courses that are taught in our schools. In addition, there are the popular publications of numerous agencies. Some like the Foreign Policy Association, the United States Chamber of Commerce, the American Association of Labor, the Ford Motor Co. Company, and hundreds of other interest and semi-interest groups and organizations. It is true that much of this material is biased. But much of the material that students will find in the library that is in the school is biased and they need to learn to use such materials intelligently and get the truth as far as possible from them.

If you have not been told some of the government publications in your teaching of United States Geography and History and Government problems, let me suggest that you get two reports as samples and see if you do not find them very helpful. One is "The Future of the Great Plains," the other is "Our Cities - Their Role in the National Economy," a publication of the National Resources Committee in 1937. Both of these reports are available from the Department of Commerce, Washington, D.C., the report on the cities is fifty cents.

Newspapers and Magazines. The newspaper and the magazine are the two most important sources of information in our schools. It has been pointed out that they are not only a source of information in the history, literature, and social life of our country. Unfortunately, schools are providing newspapers and magazines by means of which pupils may achieve a greater understanding of our world-day affairs.

Most secondary schools do have magazines and newspapers. Daily, however, there is but one copy of each and that copy is in the school library. Only a very few schools provide either newspaper or magazines in sufficient quantity to provide every pupil with one as would be true in the case of textbooks.

The newspaper and magazine are important not only because they are good sources of information that pupils should know but also because the newspaper and magazine are the best of reading material for the typical youth and adult. Analysis of the reading habits of adults

have revealed the fact that the typical adult spends more than half of the total time that he gives to reading in reading daily newspapers and that he gives more than half of the remainder of his reading time to magazines and other periodicals. The reading of books takes less than a quarter of his total reading time. Contrast this relative emphasis, if you will, with the relative emphasis given in the school curriculum to the intelligent use of newspapers, magazines, and books. The development of interest and ability in the reading of books takes a large part of the time devoted to reading and literature both in elementary and secondary schools. A very small proportion of the time devoted to literature in high school English classes is usually spent on newspapers and magazines despite the fact that the students will shortly be giving the overwhelming majority of their time to these types of reading. It seems obvious that if the school is truly to help boys and girls to carry on effectively the activities in which we know they will engage, we should give increased attention to the development of skill in the use of the newspaper and the magazine and a fine discrimination in the selection of the materials to be read in these forms.

How can newspapers and magazines be used to supplement the textbook effectively? Many different ways have been developed by good teachers. Let me point to several. Fawcett of the Ohio State University High School has modified the course in geometry to emphasize its purpose in helping boys and girls to think more clearly. Interestingly enough, he calls the course "The Nature of Proof." The course provides pupils with the opportunity to study not only Euclidean geometry but also several non-Euclidean geometries. The theorems developed in these different schemes of spatial thinking differ, of course, in relation to the basic assumptions that are made. Mr. Fawcett thus helps his students to make and to understand the extremely important generalization that conclusions depend largely on the assumptions that are made. Mr. Fawcett makes an interesting use of newspapers in this connection. He spends some time in having pupils apply what they have learned about the thinking and reasoning process in geometry to the thinking and reasoning process involved in solving current problems in economic, social, and political areas. For example, he has students analyze editorials in competing newspapers, seeking to discover the assumptions in the minds of different editorial writers. Similarly, students analyze advertisements to find the assumptions in the minds of those who prepare them. The newspaper thus becomes a significant supplement to the textbook in geometry for it affords the opportunity to enrich experience and to widen understanding.

In the social studies the use of the newspaper and the news magazine is fairly obvious. The National Council for the Social Studies has had a number of reports along this very line. In general, the most common use made is the study of the newspaper and periodical as a source of information about the history of today.

Less frequently newspapers are used as source material for the understanding of the historical method. For years teachers of social studies have considered one major objective of their field to be the development in children and youth of the ability to understand and apply the scientific method in the field of human affairs. In the Middle Ages you may recall that the common form of proof of a statement was est scribendum - it is written. Today, however, the mere fact that something is written does not necessarily make it true.

It is to be read in these forms.

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The teacher of history appreciates the necessity of developing in pupils at least a modicum of ability to get the truth from conflicting statements. Some teachers in teaching the Revolutionary War, for example, provide as supplementary materials for their pupils accounts of the Revolution as written from the English point of view. It is true that former Mayor Thompson of Chicago did not encourage this practice but many good teachers have engaged in it none-the-less. Similarly, some teachers in the North are aware that complete understanding of the Civil War cannot be attained by the exclusive study of materials prepared by writers sympathetic with the cause of the North.

But such an approach, though good, points toward the past. The newspaper and the magazine afford a fine opportunity to the teacher of the social studies who wishes to inculcate in his pupils a genuine love of truth and some ability to sift out the truth from conflicting statements. Boys and girls need to realize that history is still being made, that the most significant of the events taking place and recorded now in the newspapers and magazines will presently be incorporated in the histories of tomorrow. Students need to develop the habit of seeing several sides of a question and of trying to reach the best possible solution. The teacher who has such purposes can make good use of the newspaper. For example, in Detroit we have three daily papers: a conservative republican organ, a Hearst paper, and a moderately liberal paper somewhat associated with the Scripps interests. Both on national issues and on local issues there are ordinarily wide differences of editorial opinion in these three papers. Similarly, the news is itself editorialized to a degree. That is, the news is selected and written to support or condemn certain hypotheses. The teacher who wishes to develop real ability in applying the scientific method to the social studies can get much help by having occasional periods of study by pupils of the conflicting statements in these various local papers.

Films and Slides. Lantern slides and motion picture films constitute another valuable form of enrichment. Again, their use in supplementing instruction may range from supplementing the remainder of the curriculum as a whole to supplementing the textbook and other materials available in the teaching of a particular unit. In Detroit, we use both of these types. In the elementary school auditorium, we provide motion picture films that deal with travel, safety, literature, and other areas. Such films are thought of as supplementing the work of the school as a whole. Films shown in the auditorium are not usually planned with specific reference to the course of study in some subjects. These films are valued because of the way in which they enrich and extend children's experience along many lines.

During recent years in Detroit, the use of the classroom motion picture has grown very greatly. In this case, the films are requested by teachers from our Department of Visual and Auditory Education in order to supplement particular parts of the textbook and course of study. Films are used extensively in the social studies and in science and to some extent in the other subjects. Lantern slides are used in very similar fashion.

The Radio. The radio in the classroom, either direct or by transcription, is a relatively new and unexplored form of enrichment of classroom instruction. Every school in Illinois has supplementary books. Most schools in Illinois have at least some newspapers and

The teacher of history appreciates the necessity of developing in pupils at least a minimum of ability to get the truth from conflicting statements. Some teachers in teaching the Revolutionary War, for example, provide an opportunity for pupils to express their own points of view. It is of the Revolution as written from the English point of view. It is true that many good teachers have engaged in it none-the-less. Similarly, some teachers in the North are aware that complete understanding of the Civil War cannot be attained by the exclusive study of materials prepared by writers sympathetic with the cause of the North.

But such an approach, though good, points toward the past. The newspaper and the magazine afford a fine opportunity to the teacher of the social studies who wishes to develop in his pupils a genuine love of truth and some ability to sift out the truth from conflicting statements. Here and there one can find a newspaper which is not only good, but also intelligent in the way it presents the news. It is in the newspaper and magazine that the teacher can find the best possible material for his pupils. The teacher who has the opportunity to use the newspaper and magazine in his classroom is in a position to develop in his pupils a genuine love of truth and some ability to sift out the truth from conflicting statements. Both on national issues and on local issues there are ordinarily wide differences of opinion which can be developed in the classroom. The news is itself a collection of facts which, if the news is selected and written in a certain way, can be used to develop in pupils a genuine love of truth and some ability to sift out the truth from conflicting statements. The teacher who wishes to develop real ability in applying the scientific method to the social studies can get much help by having occasional periods of study by pupils of the conflicting statements in these various local papers.

Film and Slide. Another valuable form of enrichment. Again, their use in supplementing instruction may be very suggestive. The presentation of the curriculum as a whole to supplementing the textbook and other materials available in the teaching of a particular unit. In Detroit we can find of this type. In the elementary school curriculum, we provide motion picture films that deal with travel, safety, history, and other areas. Just like the concept of a curriculum the use of the school as a whole. Film shown in the auditorium has not usually seemed with special reference to the course of study in some subjects. These films are valued because of the way in which they attract and retain children's attention along with films.

During recent years in Detroit, the use of the motion picture has grown very greatly. In this case, the films are requested by teachers from the Department of Visual and Audio-Visual Education in order to supplement particular parts of the textbook and course of study. Films are used extensively in the social studies and in science and to some extent in the other subjects. Another films are used in very similar fashion.

The Radio. The radio in the classroom, either direct or by transcription, is a relatively new and unexplored form of enrichment of classroom instruction. Just as in Illinois the supplementary of classroom instruction with at least some newspapers and

magazines for the use of pupils. Many schools in Illinois use lantern slides and motion picture films to vivify teaching. But unless Illinois is very different from Michigan, I doubt that more than a very small proportion of classrooms make regular and systematic use of radio programs as a means of extending the educational horizon.

Yet the radio is an educational technique that holds many potentialities for the enrichment of classroom instruction. In the first place, the radio brings actuality into the classroom. The President or the Governor speaks on an important subject at an important time. The broadcast of this speech made on the spot (technically called a spot broadcast) allows pupils to come closer to the reality of important events as they occur. Do you not yourself remember some dramatic moments through such spot broadcasts? For example, recall President Roosevelt's inaugural address when the banks were all closed and when the situation looked very dark, indeed. Recall also the abdication speech of King Edward VIII. Recall the remarkable series of broadcasts from Vienna and London and Paris at the time of the Nazi Anschluss. Such events occur rarely, but may mean a great deal in making real to youth some of the contemporary figures and issues.

There are also spot broadcasts from factories, laboratories, governmental departments and foreign countries that similarly may bring actuality into the classroom. Further, there are the many fine musical programs that may be heard over the air.

Second, the radio brings interpretation into the classroom. Programs like "The World is Yours," "The Columbia Workshop of the Air," "The Epic of America," and "Great Plays" are examples of dramatized programs that help pupils to understand and interpret varied fields of educational experience. Consider, for example, one program that I remember on the "Columbia Workshop of the Air" - Madame Curie. This was a superbly presented dramatization of the life and work of the Curies. Pupils who hear this half-hour broadcast get a new appreciation of the scientific method and the place of the scientist in modern life. Another type of broadcast that emphasizes interpretation is the round-table type of which the University of Chicago Round Table and the Town Meeting of the Air are good examples. In both of these cases, the listener has the opportunity to hear different points of view with reference to an important issue presented clearly and fairly. Another source of interpretation is the commentary type of broadcast. The N.E.A. program over the Columbia Broadcasting System last fall on "Exits and Entrances" is a good example of this type of program. Each broadcast included about fifteen minutes of dramatic presentation of some significant event followed by an interpretative discussion by a competent commentator.

In the third place, the radio makes possible some direct teaching of a special subject in the classroom. In most sections of the United States, this avenue has not been utilized very extensively. In the Cleveland schools, however, radio programs are designed to present unusually effective direct teaching of materials for a particular grade and subject. One area where this approach would seem particularly appropriate is in the teaching of modern foreign languages. I understand that in England, the Scandinavian countries, and France particularly, extensive use is made of the radio in the teaching of foreign tongues. Particularly where the teacher of French or German is not thoroughly experienced in the use of the spoken tongue does it seem that radio programs regularly, perhaps

weekly, might contribute very greatly to the appreciation that students may have for the spoken language they are studying.

Obviously, the use of the radio for the direct teaching of a special subject may require some local or regional organization to provide appropriate programs at appropriate times for school use. A number of the larger cities in the East, including Philadelphia, Rochester, Cleveland, Detroit, Chicago, and Indianapolis are providing various types of radio programs for use in the schools. Several regional stations, including WLW at Cincinnati, WLS in Chicago, and the Wisconsin School of the Air at Madison are making efforts in this direction that should be of much interest to school people.

Of course, there are a number of difficulties in the use of the radio programs in the classroom. Most frequently mentioned, although I think not ultimately the most serious, is the problem of using broadcasts that come at a specified time regardless of how that time fits into the time schedule of the classroom. The most serious difficulty we meet is the problem presented by teachers who hold so rigidly to textbook or course of study that they are unwilling to recognize the values from other sources. At times also there are principals who discourage teachers from going beyond the textbook and course of study for aids to instruction. I am impressed, however, by the subject assigned me for this talk. It appears that it is taken for granted in Illinois that the textbook should be supplemented and there are other sources of educational experience that should be utilized in the classroom. I am myself convinced that the more we teachers attempt to make school learning real and significant in the lives of the children the more will we reach out for supplementary materials like the newspaper, the motion picture, and the radio that are potentially so rich in educative value.

Transcriptions and Records. Records of music of various types have been used extensively in many school systems as aids in the teaching of music. Operas, symphonies, solos on various instruments, band pieces are all recorded in great variety by excellent performers. In Detroit, our Department of Visual and Auditory Education maintains a library of records just as it does a library of films and lantern slides. The records are available on request by teachers in the same general way.

Interestingly enough, the records of music are used not only by music teachers but also by teachers of literature, the social studies, and other fields. The study of Spain, for example, is certainly enriched by some listening to typical Spanish music. In the study of literature, the effective treatment of many lyrics is enhanced by giving pupils the opportunity to hear them well sung. Records constitute an important instructional aid that should be used more widely than is true in the great majority of schools.

But I want to call attention this evening particularly to a newer and I think even more significant development along this line. I refer to the use of transcriptions of radio programs. You all know that any radio program can be transcribed electrically and a recording made of it. Many programs that go on the air are transcribed immediately in order that there may be a permanent record of the program. These transcriptions may be made on ordinary ten- or twelve-inch records, playing seventy-eight revolutions per minute. The objection to this size of recording is the short time that the record

weekly, and occasionally very greatly in the appreciation that students may have for the spoken language they are studying.

Obviously, the use of the radio for the direct teaching of a spoken language may require some local or regional organization to provide appropriate programs at appropriate times for school use. A number of the larger cities in the East, including Philadelphia, New York, Cleveland, Detroit, Chicago, and Indianapolis are providing various types of radio programs for use in the schools. Several regional stations, including WLS in Chicago, WLS in Chicago, and WLS in Chicago, are making efforts in this direction. There should be of much interest to school people.

Of course, there are a number of difficulties in the use of the radio program in the classroom. Most frequently mentioned, although I think not ultimately the most serious, is the problem of timing. It is true that there is a special time for each of the various subjects into the time schedule of the classroom. The most serious difficulty we meet is the problem presented by teachers who wish to utilize the radio on a course of study that they are unwilling to postpone the values from other sources. At times also there are principals who discourage teachers from going beyond the lesson and course of study for aids to instruction. I am impressed, however, by the way in which the radio is being used in the schools. It appears that it is being used for the most part as a supplement to the lesson and not as a replacement of it. It is true that the radio should be supplemented and there are other sources of educational experience that should be utilized in the classroom. I am greatly convinced that the more we attempt to make radio instruction real and significant in the lives of the children the more will we reach out for supplementary materials like the newspaper, the motion picture, and the radio that are primarily so rich in educative value.

Transcriptions and Records. Records of radio of various types have been made extensively in many school systems as aids in the teaching of music, science, mathematics, and in various laboratories. In places and all recorded in great variety by excellent techniques. In Detroit, the Department of Visual and Auditory Instruction maintains a library of records that as it does a library of films and lantern slides. The records are available in programs by teachers in the same general way.

Interestingly enough, the records of music are used not only by music teachers but also by teachers of literature, the social studies, and other fields. The study of music, for example, is usually connected by some listening to typical Spanish music. In the study of literature, the effective treatment of many lyrics is achieved by giving pupils the opportunity to hear them with good records. Records cannot be an important instructional aid that should be used more widely than is true in the great majority of schools.

But I want to call attention this evening particularly to a new use and I think even more significant development along this line. I refer to the use of transcriptions of radio programs. For all know that any radio program can be transcribed especially and a record made of it. Many programs that go on the air are transcribed immediately in order that there may be a permanent record of the program. These transcriptions may be made on ordinary tape or better than records, playing recordings of conversations and other material. The use of this type of recording is the object that the record

may be played without turning. Most commonly radio programs are transcribed on sixteen-inch records that are played at the rate of 33-1/3 revolutions per minute. One sixteen-inch record played at the 33-1/3 rpm rate will carry a full fifteen-minute radio program. The use of transcriptions of radio programs eliminates many of the difficulties attendant upon the use of programs as received by radio.

What are these objections? One is the fact that the program may come at the wrong hour in the day. A transcription of the program, however, if available, and if the school has a play-back machine on which a sixteen-inch recording may be played, may be used at any hour in the day at the convenience of the teacher. A second objection to the radio program is that it may not fit into the outline of a particular course. Again note that a transcription of a radio program may be used by the teacher at the time in the course when it fits best. A third objection sometimes raised to the use of the radio in the classroom is the poor reception. This difficulty likewise is obviated by the use of transcriptions.

Many of the people who are working with radio in education are convinced that the plan of playing transcriptions on playback machines in the classroom is the best way to use radio. A fairly adequate playback machine with loud speaker can be secured for between fifty and seventy-five dollars. Transcriptions of significant radio programs are not yet available commercially but it is expected that they will be available within the next few months. In the meantime, larger school systems at least may very easily secure recording equipment so that they can make their own transcriptions of the programs on the air that seem to be of value. These transcriptions may be made quite inexpensively and may then be used over and over again in the classrooms as needed.

Let me exemplify what may be done with the aid of transcriptions. A year ago the Mutual Broadcasting System put on a fine series of thirty-minute programs, each dealing with a major event in American History as portrayed in James Truslow Adams' "The Epic of America." One program in this series, for example, dealt dramatically with the World War. Such a thirty-minute broadcast, requiring two sixteen-inch records, might be used either as an introduction to the unit on the World War or as a part of the summarizing and interpretative period concluding a unit on the World War. It is amazing to see how effectively the radio script writer and producer can give the essential feeling of the World War period in a short thirty minutes.

I do want to suggest that transcriptions and records are educational aids of great potential value. Schools that are attempting to supplement their classroom textbook program in various ways should not lose sight of the possibilities involved in transcriptions. May I urge that those schools which are buying new playback machines to play records, plan at least to buy machines that will play records of different sizes up to and including sixteen-inch and which will play either at 78 or 33-1/3 revolutions per minute.

Experiences in Community Life

Thus far I have spoken of materials that may be used directly in the school to supplement classroom instruction. These supplementary books and pamphlets, radio programs, films, slides, and other

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aids are of unquestioned value but we should recognize that they all constitute second-hand contacts with actual experience. The environment of pupils is really the primary source of their experience and learning. No consideration of enrichment materials is complete that does not include reference to ways and means of utilizing in the school the experiences that are potentially available there for children and youth. I wish to speak briefly of several possibilities along this line under the following heads: community surveys, trips and excursions, and services to the community.

Community Surveys. Obviously, the first step in utilizing the community for the enrichment of classroom instruction is an inventory of community resources from this point of view. Recent publications like The Community School, the project of a committee of the Society for Curriculum Study, and the Survey Workbook for Community Analysis prepared as a part of the Alabama state curriculum program illustrate the attention being given currently to the adjustment of the curriculum to the distinctive characteristics of the local community.

Both teachers and pupils may properly be expected to share in the inventory of community facilities. The teacher needs to study the community in order to be able to plan effective uses of facilities. But the very process of studying the community is so educative that it should not be limited to teachers alone. The pupils who seek out the educational resources of the community are the more likely to utilize these resources.

Nearly every community contains many occupational activities, affords varied recreational opportunities, includes a number of institutions of different types, offers some historical resources, and includes individual men and women who have had distinctive experiences or who possess unique objects of one sort or another. The survey should result in a compilation of these many resources.

Trips and Excursions. Trips and excursions to supplement the textbook by direct observation of appropriate activities and materials in the school neighborhood may be extremely useful. I do not mean to imply that this idea is new. It has been used for years and perhaps for generations. But only in very few schools has the effort been made to use as fully as possible the facilities of the neighborhood. I remember one incident from my own teaching in this state nineteen years ago in the Pekin Community High School. At the beginning of the year, in the process of finding out about the pupils in my Civics and Chemistry classes, I discovered that the fathers of some of the students worked in coal mines near Pekin. On inquiry, I discovered that not a single one of these students had ever been in a coal mine. I straightway made arrangements to take a group of pupils down into a mine to see the conditions under which some of their parents worked. Being younger and less experienced then, I did not know enough to get the permission of the parents or take any other special safeguards for the pupils. But we made the trip and no one was hurt, fortunately. After walking about in a shallow vein for an hour, these boys and girls got a much better understanding not only of coal mining as a process but also of the difficulties and inconveniences of work under such conditions. They came away with a new respect for the persistence under difficulties shown by their parents who worked with picks and shovels in the mine day after day.

the use of instructional value but we should recognize that they all contribute toward a more complete understanding of the world. The nature of pupils is really the primary source of their experience and learning. No consideration of enrichment materials is complete that does not include reference to ways and means of utilizing in the school the experiences that are potentially available to them for all these and more. I wish to speak briefly of several possibilities along this line under the following headings: community surveys, trips, and excursions, and services to the community.

Community Surveys. Obviously, the first step in utilizing the community for the enrichment of a classroom is an inventory of community resources from this point of view. Recent publications like The Community School, the project of a committee of the Society for Curriculum Study, and the Survey Handbook for Community Schools prepared as a part of the AASA series furnish program materials the attention being given currently to the enrichment of the school along to the distinctive characteristics of the local community.

Both teachers and pupils may properly be expected to learn in the inventory of community facilities. The teacher needs to know the community in order to be able to plan effective use of facilities. But the very process of studying the community leads naturally to the use of these facilities. The pupils who have not the educational resources of the community are the ones likely to utilize these resources.

Nearly every community contains many educational facilities, at least varied recreational opportunities, including a number of local libraries of different types, others are historical resources, and historical landmarks and monuments and women who have had distinctive experiences or who possess unique objects of interest to students. The survey should result in a compilation of these many resources.

Trips and Excursions. Trips and excursions are important in the enrichment of a classroom. It is not surprising that they are used extensively in the school neighborhood may be extremely useful. It is not surprising that this idea is new. It has been used for years and perhaps two generations. But only in very few schools has the effort been made to use as fully as possible the facilities of the neighborhood. I remember one incident from my own teaching in this state highway years ago in the Pekin Community High School. At the beginning of the year, in the process of finding out about the pupils in my history and chemistry classes, I discovered that the fathers of some of the students worked in coal mines near Pekin. On inquiry, I discovered that one of them was a single man who lived in a small house down into a mine to see the conditions under which some of their parents were working. Being young and less experienced than I was, I was not enough to get the permission of the parents or take any other special safeguards for the pupils. But we made the trip and no one was hurt. Fortunately. After walking about in a shallow vein for an hour, these boys and girls got a much better understanding not only of coal mining as a process but also of the difficulties and dangers of work under such conditions. They came away with a new respect for the present and past activities of their parents who worked with picks and shovels in the mine day after day.

I am not advocating that every class of school pupils go down in a mine shaft. I do believe, however, that direct contact with the major occupation found in a local community, with the principal points of interest near-by, with the recreational opportunities of the area is very much worth while in extending and enriching school room work.

I have been much impressed with the way in which the use of trips and excursions has grown during recent years. The State Department of Public Instruction in Pennsylvania, for example, has an entire bulletin devoted to the planning of what they call educational journeys. Two schools in New York City that I have visited plan rather definitely to have about one-fifth of the pupils in the school out on trips each day in the week. Perhaps too much time may thus be used in these particular schools but it is certain that most schools need to go much farther than they ordinarily do in providing basic experiences for children.

It is not always or perhaps often possible to have entire classes go on such trips. Another possibility used a great deal in several schools is to send representatives of classes who may investigate and report back to their own groups. One such series in Pittsburgh, for example, included visits to the Mayor, the City Treasurer, county courts, and other city and county offices. One pupil from each Civics class in the city went on each trip. It was thus possible to give some direct contact to a great many pupils and indirect contact to all the pupils. This was done, you will note, without over-burdening the judges and supervisors and councilmen and other officers who were visited, for each had but one group during the semester.

Another possibility, and one that we have used quite extensively in the Detroit schools, is the encouragement of pupils to go to points of interest as individuals, as small groups of pupils or as family groups. One class at one of our high schools last semester, for example, arranged to have each student visit one or two of the social agencies in the city to get some understanding of their place in urban life. Each student then wrote up the agency he had visited and reported on his trip to the class. The outcome of it all was a new appreciation of the services of the child-caring agencies, the homes for the aged, the protective work, and the character-building agencies - all supported by private funds.

Services to the Community. Actual services to the community constitute an even more educative opportunity. In his book, "Youth Serves the Community," Paul Hanna has brought together a large number of instances of activities carried on by young people in connection with their school work that contribute in some way to the well-being of the community. This volume will repay careful study on the part of those who wish to supplement the textbook by activities that not only increase the growth of the pupils but also result in products of value to the community.

One of the most striking illustrations that has come to my attention in this connection is what occurred in a small southern town in the midst of a very badly eroded section of the country. Government agents from the Department of Agriculture had endeavored to interest the farmers in the prevention of further erosion there and in the correction of present difficulties. These efforts were unavailing, however, until a class of school pupils became interested and took two similar pieces of badly eroded land for an experiment in soil

I am not overstating that every class of school pupils go down in a mass effort. I do believe, however, that direct contact with the major occupational forces in a local community, with the industrial concerns of interest most, with the professional organizations of the area, is very much worth while in extending and enriching school work.

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It is not always or perhaps often possible to have entire classes go on such trips. Another possibility is to send a group of pupils to a school in a nearby town or city. One such school in Pittsburgh, for example, included visits to the Mayor, the City Treasurer, county courts, and other city and county officials. The pupils from such distant classes in the city went on such trips. It was then possible to give some direct contact to a great many pupils and indirectly contact to all the pupils. This was done, the will work, without overloading the pupils and supervisors and administrators and other officials who were visited, for each had but one group during the semester.

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Services to the Community. Actual service to the community can also be given in a very effective way. In his book, "Living with the Community," Paul Hunsan has brought together a large number of instances of activities carried on by young people in connection with their school work that contribute in some way to the well-being of the community. This volume will repay careful study on the part of those who wish to encourage the growth of activities that not only increase the growth of the pupils but also result in products of value to the community.

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conservation. On one piece of land were practiced contour ploughing and the other steps recommended for the preservation of the soil and the prevention of erosion. The other piece of land was handled in the manner usual to that region. Careful records of the amounts of soil lost on both pieces of land were kept. The results were very striking and the attitude of the farmers in the community changed when they had the evidence before their eyes of what might be accomplished when the recommendations of the Department of Agriculture were followed.

Service to the community may take many forms. Grounds may be beautified, parks developed, playgrounds constructed, bad sanitary conditions revealed and remedied, traffic hazards detected and corrected. These services appear to be worth while in and of themselves and at the same time they make possible very real growth on the part of the students who participate.

A word of summary. The wise teacher who covets for his pupils rich and balanced growth toward the objectives of the school will use many varied materials for the enrichment of instruction in the classroom. Although the textbook still is probably the most important single means of instruction, it may well be supplemented by other instructional materials in the school and by other pupil experiences in the life of the community. Under the head of school materials mention was made of supplementary books and pamphlets, newspapers and magazines, lantern slides and motion picture films, the radio, and the transcriptions of radio programs that are coming into being as significant aids to instruction. Under the head of community experiences, there has been some presentation of community surveys, trips and excursions, and services to the local community.

The process of teaching becomes steadily more complex. New tools and new aids are constantly being devised. It behooves every one of us who bears the name of teacher to be alert to developments along these lines in order that we may aid all the pupils in our charge to achieve the maximum of their potentiality.

* * *

E. H. CAMERON:

A very frequent criticism of professors of education is that they don't practice what they preach. Their theory is not tried out. It takes a man with tremendous courage to try to demonstrate that he can actually teach in such a way as to stimulate his pupils to think. Practically everybody in this room either has taught or is now teaching and I am sure you will recognize the difficulties that will be attendant upon this demonstration lesson which Professor Reeder has agreed to give us. I hope you will follow him with a very sympathetic attention.

DEMONSTRATION LESSON - STIMULATING PUPIL THINKING
(Pupils from the University High School)

by

Professor E. H. REEDER, University of Illinois

PROF. REEDER: May I say that it was impossible to arrange for any system in regard to speakers. You can see where the young people are seated. If you cannot hear and persist in sitting in the back, don't blame me. I might say that I have had four periods with these young people. Our purpose is to discuss the stand the United States as a nation, and we as individuals, should take toward the conflict between Japan and China. We shall discuss these different aspects:

Will someone sum up for Japan her point of view?

STUDENT: She believes that China is not capable of governing herself. Japan claims that China has natural resources and these are needed to help Japan's people. Japan says, "If we are to help China progress, we shall help our own nation, Japan. We are not doing anything that other nations have not done in the past. Look at England and India, Italy and Ethiopia."

PROF. REEDER: Will someone now sum up China's point of view?

STUDENT: The Chinese' attitude is that China is their country. They want to develop it. They have taken steps toward a strong central government. China says that Japan does not want to help them; Japan wants to control them, and they do not want to be controlled. They want to be free to develop themselves and become civilized. They do not want supervision. They want educational institutions, schools, hospitals, and universities but not with Japan's help. She says that Japan has forgotten all about schools and hospitals, and is entirely engrossed in invading China.

PROF. REEDER: There is the view from both sides and both situations summed up. What about the outcome? Should you show Japan that it should cease doing what the rest of the nations have done?

STUDENT: There is an old saying that might makes right, and I think that this would apply in this or any situation of international affairs. If a nation has the strength to overcome another nation; then she has the right to go out and do that.

STUDENT: First, consider that two wrongs do not make a right. Could you make her say that? I would like to ask the question of our last speaker. What is right in this sense?

STUDENT: What do we mean by right? By what should we judge what is right? An international law is made by precedent and it is made by justice. Precedent does not say that might makes right. Do you approve of that?

STUDENT: It seems that no one has been able to answer my question. I will answer it myself. Right is might. I agree with him, because I think that what is right depends upon what the powers and nations want it to be. Right is might because it has been the

Will someone sum up for Japan her point of view?

powerful nations who can say what is right, and China is between a major and a minor nation.

PROF. REEDER: Would you like to live in a world where that kind of thing prevailed? If you would, then you believe that Joe Louis is the rightest man in the United States.

STUDENT: Might I add that we do live in that type of world.

PROF. REEDER: Then why do you establish hospitals?

STUDENT: Mostly because we are very soft-hearted. I think we establish hospitals to take care of the weaker who are defeated by the stronger.

PROF. REEDER: You people do not really believe all this, do you? You don't practice it. I asked you to come here and take part in this discussion. Why did you come here? I didn't force you to. Why did you come?

STUDENT: I came out of common courtesy.

PROF. REEDER: Courtesy has no place in a world where might makes right. It is plain foolishness.

STUDENT: I agree with you.

PROF. REEDER: Would you people really enjoy living in a world where might makes right. Would you be happy? Would you relinquish your right to think as you please? Germany says so and the mighty put it over on the weak. If you would express such opinions as you have expressed here tonight you would land in a concentration camp.

STUDENT: Answering your first question as to how many of us would be happy living in such a world, I would ask this: how many people are happy in this group? The majority of you would raise your hands. And you do live in a world where might is right.

PROF. REEDER: You did not answer my question.

STUDENT: I think we are talking about two different things - the right of individuals and the right of nations.

PROF. REEDER: It would be perfectly all right for your own nation to gobble up a small one. It would be all right. What would be the ultimate result? Why is Belgium still in existence? She wasn't a large nation. We defended her and we were the mighty during the World War.

STUDENT: It took four or five nations cooperating to do it. What they should have done was to wait until the others killed each other off and then we would have been on top.

PROF. REEDER: I would hate to live in a world of that type. I have found this world a world in which kindness has a place. I have been extremely glad to live in it.

STUDENT: Before this subject is passed, I would like to make one more comment. You said you have found kindness. Isn't kindness

powerful nations and the weak is right, and China is between a
major and a minor nation.

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have found this world in which kindness has a place. I have
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one more comment. You said you have found kindness. Isn't kindness

merely a form of power and might. Every act of kindness makes a person happy.

PROF. REEDER: But it doesn't get you anywhere. What do you think of Japan - that she wants to help China? Is that what she wants to do?

STUDENT: Chinese civilization is much older. What right has Japan to say that the other is not civilized?

PROF. REEDER: Do you think our ways are the only civilized ways? There are other nations. What is your side?

STUDENT: Japan is of the western world while China is of the Eastern world. They both had an equal chance. We opened up Japan and China at the same time. Japan accepted the ways of the western world and China refused.

STUDENT: Japan says our ways are the civilized ways and that she will make China conform.

PROF. REEDER: Is that sound? Why or why not?

STUDENT: Japan's way of civilizing people is to get what she can out of them. They have sent people to get knowledge from us. I think Japan is very fine and I believe she should go into China. But, they will introduce civilization in a very funny way by war.

STUDENT: I believe that Japan's trying to civilize China is merely an excuse to go in and get their natural resources.

STUDENT: It may be an excuse, but I think they will civilize China.

STUDENT: China was really very civilized. Japan has only a modern civilization. While Japan claims to be civilizing China, it is tearing down schools and hospitals. It is such a costly war that it won't have the resources to repair for a long time; so it will be going backward.

STUDENT: It can be shown that in North China, which has been taken by Japan, they are already putting in telephones and telegraph stations. Each part that they take of China is being repaired with improvements right after the battle.

PROF. REEDER: What do you mean by civilization? How does Japan define civilization?

STUDENT: I think she means that our form of civilization is best and should be connected by cable, wireless telegraph, etc., uniting our civilization with theirs.

PROF. REEDER: Do the rest of you agree?

STUDENT: I think civilization is deeper than that. It is a feeling. It does not matter particularly whether you have the right impulse or attitude.

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PROP. READER: Is that so? Why do you say that?

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PROF. REEDER: What kind of an attitude?

STUDENT: There is no question about the efficiency of Japan.

PROF. REEDER: Would you like to live in Japan?

STUDENT: In the modern cities they have the same types of civilization that we do, but back in the interior it is not civilized.

PROF. REEDER: What about freedom of speech?

STUDENT: There is none at all, unless they are with the government.

PROF. REEDER: Could we discuss such questions as these in Japan? Do you call that civilization?

STUDENT: During the World War we would have considered it very improper and as an act against the government to discuss the German-American cause.

PROF. REEDER: Yes, but it was done.

STUDENT: Not so openly as we are doing it now.

PROF. REEDER: It was done very openly in the United States and still more openly in England. But what is civilization? You haven't answered my question.

STUDENT: It is a humane attitude. It seems to me that we ought to be back in the days of our forefathers. After all, what is a telephone if you can't use it?

PROF. REEDER: What action could we take on the Japan-China situation?

STUDENT: We could make a definite law to cut off our trade.

PROF. REEDER: What would that involve?

STUDENT: That would hurt our trade. We have a large percentage of trade with Japan. Also, a national boycott is an act of war.

PROF. REEDER: Therefore, what would happen?

STUDENT: Certainly there would be a war declared provided Japan was successful in China.

PROF. REEDER: Wouldn't it be almost necessary, in order to avoid a war, to declare a boycott against both of the countries?

STUDENT: Why couldn't we boycott one or the other? Why not take sides?

PROF. REEDER: What would a boycott do?

STUDENT: A boycott would not affect the militarists as much as it would affect the Japanese workers and Japanese industrialists, and they are just as much against the war as we are.

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STUDENT: A boycott would not affect the military situation as much as it would affect the Japanese economy and Japanese industrialists, and they are just as much against the war as we are.

STUDENT: I think it would affect the militarists very largely, because many of our shipments to Japan are raw materials.

PROF. REEDER: Suppose we would boycott Japan, because China is right. That would be a national statement or a moral judgment. Or we have thought the thing over and we judge that China is wrong and Japan is right. As a nation we are making a moral judgment. A nation hasn't the right to make a moral judgment, but if the nations were to band together and form their moral judgment, it would be right. If you look into the history of the past, you will notice that all the larger aggressions have been brought about by one nation instead of a group of nations. What is your conclusion?

STUDENT: My conclusion is that it will be practically impossible to accomplish anything by banding together with other nations to reach an agreement against either of the belligerent nations.

PROF. REEDER: Why not?

STUDENT: I think that would be the only way we could stop it, because if we went together with England, we could stop it.

STUDENT: Looking back into history again, you will recall how long Germany held out. Germany was fighting against the majority of the world.

STUDENT: It is not so much the size of the dog in the fight, but the size of the fight and the dog.

PROF. REEDER: You don't really mean that?

STUDENT: Yes, I do.

PROF. REEDER: You don't mean that a nation can fight efficiently without food, ammunition, and supplies? What beat Germany in the war? Her supplies were cut off. Japan has the same situation. That illustrates what has appeared in the past.

STUDENT: You have to be sure your parallel is exact, because at the beginning of the war Germany and Austria had an immense amount of land and they went to pieces when that gave away. Japan hasn't much land. If England and America would be fighting you can be almost sure that Italy and Germany would go into the fight.

PROF. REEDER: I do not think Japan is at all sure of that.

STUDENT: The government of Japan is discouraging the farmers from growing food. It wants them to grow cotton and depend upon the imports for their food. They would be practically helpless.

PROF. REEDER: What we will try to do is to think over these things. I am going to pass on to another subject. What should the American citizens think? Does it make any difference what the average American thinks? What we are doing is wasting our time. Why should we bother to discuss it if it is so unimportant? How nice it would be if we could all grow wings and fly. What happens to the nation affects us and we should be interested in it. We don't need to take any military force; a moral force should be enough in the

STUDENT: I think it would affect the situation very largely, because many of our soldiers in Japan are very patriotic.

PROF. REEDER: Suppose we would suppose Japan, because China is right. That would be a national statement to a national statement. We have thought the thing over and we think that China is wrong and Japan is right. As a nation we are making a moral statement. A nation has the right to make a moral statement. But if the nation were to make a moral statement and then make a moral statement, it would be right. If you look into the history of the past, you will notice that all the larger aggressions have been brought about by the nation instead of a group of nations. What is your conclusion?

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PROF. REEDER: You don't really mean that?

STUDENT: Yes, I do.

PROF. REEDER: You don't mean that a nation can fight without if without food, ammunition, and supplies? That is, Japan is the only one that has appeared in the past.

STUDENT: You have to be very careful in exact, because at the beginning of the war Germany and Austria had no money, no money of land and they went to places where they have money. Japan's money is in the hands of the world. If England and America would be fighting you would be almost sure that Italy and Germany would go into the fight.

PROF. REEDER: I do not think Japan is at all sure of that.

STUDENT: The government of Japan is discouraging the farmers from growing food. It wants them to grow cotton and depend upon the imports for their food. They would be practically helpless.

PROF. REEDER: What we will try to do is to think very hard. I am going to pass on to another subject. What should the American citizens think? Does it make any difference that the American citizens are not doing as well as they are? Why should we bother in business if it is so unimportant? The main thing would be if we could all grow wings and fly. What happens to the nation after that and we should be interested in it. We don't need to raise any military force; a moral force should be enough in the

twentieth century. It is through the League that this force works in the United States. Which of these nations of the world feels that America is definitely against her? Does it worry her?

STUDENT: Yes, it worries her a great deal. She is recognizing the fact that what the average citizen thinks makes a big difference, and that freedom to think is what we prize so highly.

PROF. REEDER: I would like to carry that a bit farther. What difference does it make to Japan what we, as a nation, think?

STUDENT: Suppose all people would agree that Japan was wrong. Each business firm would form a boycott and that in itself would hurt Japan. You would get petitions around your churches and organizations and even your colleges to boycott Japanese products. It would still hurt Japanese trade and if everybody quit buying Japanese products, the trade would be hurt still more.

STUDENT: Wouldn't it hurt us almost as much as it would hurt Japan? Can you, as a straight thinking business man, afford to lose trade? If you went into a store and did not buy a single 10 cent Japanese product, it would force the company to go into bankruptcy. This company has a great variety of stock holders, and if the company went bankrupt the average citizen would be affected.

PROF. REEDER: We'll close up this discussion. Picture to yourself then a town that has just been bombed. Here are dead people lying all over, bodies torn apart, blood everywhere. Here is a dying person and I am talking to him. He can speak English and he says to me, "How can you in your country believe in decency; how can you buy from this nation that is tearing us apart?" I say to him, "Our stockholders would be terribly hurt if we didn't." In other words can you ever do what is right without sometime along the way being hurt a bit? I think it would not last very long before it would hurt somebody or hurt us. You figure up what it would amount to, if at least 25 percent of the people have stock in some large company.

STUDENT: Think what it would be if they went over to Japan or over to China and yet at home our widows are starving.

PROF. REEDER: You're right. You can't compare a loss of life to a loss of money; at least, it is pretty hard to say it when a person is dying. It seems to me that there is the situation; we have discussed it; and I hope you will go away and think about it. In Germany or in Italy at the present time, what the average person really thinks does not make any difference. Why? Because he doesn't have a chance to speak. The average person is taught to think. In America where we do have freedom of thought, it makes a big difference, and that is why it seems worth while for you to be thinking in terms of these questions even though you are just a few of the 130 million. Thank you very much for coming here and talking to us about these questions.

century. It is through the Japanese that this force works in the United States. What of those nations of the world that are America is definitely against them? They are very much.

STANLEY: Yes, it is a very big force. But it is not the force that the average citizen thinks is a big difference, and that freedom to think is what we have so highly.

MR. KENNEDY: I would like to know what a big difference difference does it make to Japan what we, as a nation, think?

STANLEY: Suppose all people would agree that Japan was wrong. Each country then would have a boy and that in itself would mean Japan. The world has nations around the world and organizations and even your colleges in Europe and Japan. It would still have Japanese trade and it everybody else being Japanese products, the trade would be hurt still more.

STANLEY: William, it is not as simple as it would seem. Japan, for you, as a straight thinking business man, effort to force it. If you want into a store and it has a sign in front. Japanese product. It would force the company to be late delivery. This company has a great variety of stock holders, and it has the same product the average citizen would be affected.

MR. KENNEDY: We'll close up this discussion. I think to you. Well, then a man that has just been elected. There are dead people in the air, killed some more, blood everywhere. There is a dying person and I am talking to him. He can speak English and he can go to school and in your country believe in democracy, but you are from this place that is learning to speak. I say to him, "You speak English, would he be really hurt if he didn't?" In other words, you are over to what is right without sometimes along the way being hurt a bit. I think it would not last very long before it would have everybody on hurt me. You figure up what it would amount to, it at least \$5 per cent of the people have stock in some large company.

STANLEY: Think what it would be if they went over to Japan or over to China and yet at home our widows are starving.

MR. KENNEDY: You're right. You can't estimate a line of life in a few of money at least. It is pretty hard to say. It is a problem. It seems to me that there is the situation; we have the coasted it; and I hope you will go away and think about it. In Germany or in Italy at the present time, what the average person really thinks does not make any difference. Why? Because he doesn't have a chance to speak. The average person is not in a position to make a difference. We do have freedom of thought, it makes a big difference. And that is why it seems worth while for you to be thinking in terms of these questions even though you are just a few of the 150 million. Thank you very much for coming here and talking in an open forum.

GENERAL DISCUSSION

Discussion Committee: E. H. Cameron, Chairman, J. W. Carrington, T. H. Cobb, O. M. Corbell, E. H. Reeder, O. V. Shaffer.

MR. COBB: I did not put on my coat because I was cold. I really don't know what to talk about; I don't have any questions to answer or to ask; I was, of course, interested in his speech. I think it is an important duty to the teacher and the school to help the child to have some considerable understanding of what is going on about him. I think that the schools in the past have neglected an important function in doing that. Another point that I gathered is that teachers don't always recognize this about the materials about them. Neither do they take advantage of the importance of the materials about them such as elections, campaigns, political and economic associations in the community. I am sure that it is true that everybody takes advantage of the enrichment values of the community. The third point; it is important for the teacher to know the distinguishing sources of enrichment such as pamphlets, books, maps, charts, films, slides of all kinds, put out by the government, put out by industrial institutions, put out by organizations, put out by propagandists. In connection with that, I gathered that he considered it significant, and an important part of the teacher's duty, to help the child to develop some sort of judgment in the matter of determining propaganda when he comes face to face with it. I think that is an important thing. Then I gathered this important thing: there is a considerable enrichment of material for instruction in his recommendation that history is not all in books. History is outside of books and is going on now. It is history as soon as it is past. It is important for you teachers to try to help the child to develop a discriminating judgment about current conditions as well as past conditions. He called all those conditions special, and I gathered that he will put those things across. I think I have done nothing more or less than summarize what he said. Professor J. W. Carrington will continue this discussion.

PROF. CARRINGTON: Do you people stick around because you are interested, because you are courteous, or because you have perspired so much that you can't get loose from the seat. Last night I opened this convention by talking about the ways of enriching education and every session so far has used that same topic for discussion. If we work out one plan to act on, we will consider this conference worthwhile. Throughout this discussion tonight, I think it is very evident that the two theories will clash and we are all afraid to get off the fence between two theories of education. The speaker talked about enriching classroom procedure. That smacks immediately of a certain type of philosophy - the logically organized certain type of subject matter. These on the platform emphasized that the school should be alive, and that begins to smack of the old thing bobbing out all over again. Both theories came up in every session. How much arithmetic shall we teach? How can it be enriched? This one professor in his classes cannot tell, when the simplest problem comes up, how to solve it in this way. This interest is shown in all that is going on. Will I be pardoned for saying that we can't put life in any subject when we know there isn't life there and never will be.

We go together and set up the objectives of education and hew to the line; accord such and such subject matter; stick to the aims

of education that you and I decided upon or that the faculty wanted. Nobody can settle it. I think we have talked enough about enriching the average class room situation. We just do not enrich. Many schools are really doing what we have discussed here. Are we killing education, or would it be better to swing it little by little over to the experimental stage or bring all high schools together with equal subject matter lines. Perhaps we can make better progress when we take that attitude. We must get off the fence. Isn't there a middle ground if you are honest in taking a middle ground? If you can do this, be sure you are not kidding yourself and not alibing yourself. We are very much afraid of getting on one side of the fence or the other. It will pay to set up your own evaluations. We have to fall back on philosophy, and I think we will do better if we meet on common ground and stay there.

QUESTION: I am going to ask a question that I have had in my mind but did not think I would ask. Do you know from actual experience by contact with classrooms what dangers are cropping out in connection with the sort of thing that we were describing tonight - enriching the so-called program of the school? Are there dangers?

ANSWER: Of course there are dangers of the type he has just spoken of. I must say that I agree very much with most of what has gone before about our attempting to patch up things. Let me refer to something said by a good friend of mine - a dean at the University of Detroit. He is president of the National Conference of Office Workers. He was talking on one occasion about the possibility of several patterns of organization and socialistic life and he damned them very heartily. I was more or less amused; then he damned the present capitalistic party, finance capitalists, and told what he thought this country needs and he described what I understand socialism to be. I personally am very much in sympathy with his remarks, but I can't help feeling that I am in a public school system and that I have some responsibility in the personal relations of our school system. It is very difficult to go the whole hog. It is very difficult to say we will throw this mess overboard. It may be that we need something like what Mr. Knudsen spoke of last night. I can't help thinking that we can do a great deal with the present structure without having so many teachers lose their jobs. We can make a change and I think we have to work through an organization in the great majority of public schools.

QUESTION: I don't know exactly what you mean. Can there be too much of that?

ANSWER: If you were referring to the interest in temporary affairs, it seems to me that it will be a long time before we have too much.

QUESTION: Do you find actually that there is not enough?

ANSWER: I am not very glad about your last remarks. I get in remarks in other communities during the year. I certainly must say that in my experience I do not see any overdoing of the realities of life for children as a basis of their school experience. These seem more important and more real than any subjects that are taught in the schools. It is based so much on the essentials of the thing and is based so much on the elements of community life and social problems.

of education that you and I decided upon or that the faculty wanted. Nobody can make it. I think we have failed enough about making the average class room situation. We just do not know. Many schools are really doing what we have discussed here. We are killing education, or would it be better to wait a little by little over as the experimental stage or being all right schools together with equal subject matter lines. Perhaps we can make better progress when we take that attitude. We must get off the fence. Let's make a middle ground if you are honest in taking a middle ground. If you can do this, we sure you are not kidding yourself and not kidding yourself. We are very much afraid of getting on one side of the fence or the other. It will pay to get us your own evaluation. We have to talk back on philosophy, and I think we will do better if we meet on common ground and stay there.

QUESTION: I am going to ask a question that I have had in my mind but did not think I would ask. Do you know from actual experience by contact with classrooms what dangers are cropping up in connection with the sort of thing that we were discussing tonight - existing the so-called program of the schools? Are there dangers?

ANSWER: Of course there are dangers of the type we have just spoken of. I must say that I agree very much with most of what has gone before about our attempting to get up things. Let me refer to something said by a good friend of mine - a dean at the University of Chicago. He is president of the National Association of Teachers. He was talking on one occasion about the possibility of several patterns of organization and socialistic life and he seemed very hesitant. I was more or less amused; then he seemed to present capitalistic party, financial capitalists, and said what he thought this country needs and he described what I understand social-ism to be. I personally am very much in sympathy with his remarks, but I can't help feeling that I am in a public school system and that I have some responsibility in the personal relations of our school system. It is very difficult to go the whole hog. It is very difficult to say we will throw this mass movement. It may be that we need something like what Mr. Anderson spoke of last night. I can't help thinking that we can do a great deal with the present situation without having so many teachers lose their jobs. We can make a change and I think we have to work through an organization in the great majority of public schools.

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ANSWER: I am not very glad about your last remark. I got in various in many communities during the year. I certainly must say that in my experience I do not see any evidence of the realization of life for children as a basis of their school experience. There seem to me important and more real than any schools that are taught in the schools. It is hard to work on the essentials of the thing and is just as much a the elements of community life and social progress.

In 25 class rooms in Detroit I do not know of more than a half dozen in which they have gone so far that we had to call the teacher back and have her teach more of the text book.

QUESTION: I have two or three questions I should like to ask. What approaches do you use to eradicate the idea that audio-visual aids are not second-hand experiences, but are real experiences insofar as the child takes part in producing them on the air, etc.?

ANSWER: In connection with radio we think of our radio programs as having three major purposes: (1) interpretation of schools to the public; (2) the development of taste in radio production; (3) the provision for preparation on the part of the youngster for a new and very real activity in his life.

A typical youngster listens to the radio over two hours a day. If the radio is going to take a great part of his waking time it does seem that he ought to have some basic experiences in that field so we have several programs and they put on musical shows and dramatic shows and over 9% of the children listened to the programs. Most of those groups were obviously in music or special classes. We have found that it is extremely important to encourage a youngster to have his own slides, making his own pictures, and it gives the opportunity for a good deal of creativeness, it gives more expression, and unquestionably it has helped him to select better pictures. We do a great deal in the field of radio and we do feel that it provides important experience.

QUESTION: How was this group of students selected?

PROF. REEDER: The group was selected and are regularly studying at the University High School. They are taking a course in history. It isn't a part of the regular course at all - it was something that I selected. The first two who talked had definitely planned for their talks ahead of time. They were coached ahead of time. I knew nothing whatever about what the rest of them were to say, for they were not coached in their opinions.

* * *

Auditorium
July 13, 1938
7:30 p.m.

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LECTURE REPORTING SERVICE
440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 3

THURSDAY EVENING SESSION

DESCRIPTION OF GUIDANCE PROGRAM BEING USED IN SENIOR HIGH SCHOOL, MOLINE, ILLINOIS

by

C. R. CRAKES, Principal

I have been asked to contribute a small part to this program in the form of a brief discussion covering the essential features of a practical Vocational and Educational Guidance Program for a secondary school.

I approach this topic with considerable fear and trembling, not so much in fear of the topic, but one is so apt to be misunderstood when he attempts to discuss such a controversial subject as a working Guidance Program.

As a practical school man, I am of the opinion that much good paper and ink have been wasted in the printing of many of the monographs, theses, and special articles on the general topic of Vocational Guidance. By "wasted" I mean that so many of these articles have been written by college students, university professors, and others who do not have a clear idea of how to make a practical application of the theories back of the whole Guidance movement.

Their first mistake is that they have not defined or made clear the exact meaning of the term Vocational and Educational Guidance. I feel that the time has come when some group of educators, such as a conference of this kind, shall attempt to evaluate, and, if you please, unify our thinking along these lines. There is no valid reason why we should not agree to a large extent with the basic principles involved in an efficient, workable Guidance Program.

To the graduate student in the school of education, the magic word "Guidance" appears to be a good topic for a thesis and provides an interesting field of research. To many college professors it also means an interesting topic for research and one which warrants the writing of several books and monographs. Most of these have no particular bearing on the operation of a Guidance Program, but seem only to provide an outlet for some internal urge to write.

My comments up to this point may appear to be somewhat cynical and out of order in a meeting of this kind. In all seriousness, however, I feel there is no educational topic under discussion today that is so badly misunderstood as the general field of Vocational and Educational Guidance. The lack of good Vocational and Educational Guidance programs is one of the weak links in our present educational system.

There seems to be almost a total lack of understanding of how to make a simple practical application of the principles which have been developed through years of research and study. To many school men such a program means a very elaborate and expensive organization,

Then such a program means a very elaborate and expensive organization, been developed through years of research and study. To have a good to make a similar practical application of the principles which have There seems to be almost a total lack of understanding of the

a department which becomes involved in complex reports, and which calls for an elaborate testing procedure plus a personnel trained in such fields as psychiatry, testing and counseling.

In my opinion much delay in instituting Guidance Programs has been due to the fact that so much of the literature on the subject is devoted to a discussion of these elaborate programs. Apparently, the average educational writer considers it beneath his dignity to discuss simple techniques and procedures. They must be vague, complex, and complicated to the nth degree. Only when we clear away much of this haziness and loose thinking will we find practical sincere school administrators and teachers ready and willing to establish workable Guidance programs.

In our Senior High School over at Moline, we have gone through much of this preliminary experimentation, and after several years of observing how many of such programs fail, we started out to develop a simple program which would fit the needs of high school students in that particular community. Here are the steps we use in developing such a program.

First, a rather extensive library of Vocational Guidance material was accumulated. Several hundred references were gathered and catalogued under fourteen classifications. These classifications include Agriculture, Building Trades, Commercial, Engineering, Home Making and Allied Arts, Journalism, Machine and Related Trades, Merchandising, Mining and Manufacturing, Practical Arts, Professions, Social and Civil Service, Transportation and Communication, and Miscellaneous.

This material has been selected from many sources and includes special monographs, produced by various publishing companies, books, trade journals, and magazines. Although time does not permit my listing all the material we are now using, I will mention a few of the outstanding references used in our program.

"Career Monographs" (77 in number). Institute for Research, 537 S. Dearborn, Chicago, Illinois.

"Commonwealth Monographs" (35 in number). Commonwealth Publishing Company, Chicago.

Careers Ahead: by Cottler and Brecht. Little Brown & Company.

An Outline of Careers: Bernays. Doubleday, Doran and Company.

Vocational Civics: Giles. Macmillan.

Courses and Careers: Gallagher. Harper.

Training for the Professions and Allied Occupations. Bureau of Vocational Information, New York City.

Occupational Orientation, Bennett. Society for Occupational Research, University of Southern California.

Wage Earnings and Education, Lutz. Survey Committee of the Cleveland Foundation.

Choosing an Occupation, Ziegler and Jaquette. John V. Winston Co.

Jobs for Girls, Cades. Harcourt, Brace & Co.

My Life Work, Rodgers and Belman. McGraw-Hill.

Heroes and Hazards, Norris. Macmillan.

Careers in the Making, Logie. Harper & Brothers.

Vocations for Girls, Laselle. Houghton Mifflin.

Women Professional Workers, Adams. Macmillan.

Guidance programs.

Administrators and teachers ready and willing to establish workable business and home thinking will be that practical science school of tomorrow and tomorrow's thinking will be that practical science school of tomorrow.

Only when we clear away such obstacles to the new system. Only when we clear away such obstacles to the new system. Only when we clear away such obstacles to the new system.

Simple techniques and procedures. They must be logical, consistent, and

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Miscellaneous.
Social and Civil Service, Transportation and Communication, and
Chemistry, Mining and Metallurgy, Physical Arts, Technology,
Military and Allied Arts, Journalism, Medicine and Allied Topics, Law,
Economics, Engineering, Commerce, Commercial, Engineering, Home
Economics, and Vocational Education. Several limited references were referred and
First, a rather extensive library of Vocational Guidance material
was recommended.

Understanding references used in our program.

[illegible]

Boys and Girls in Commercial Work, Stevens. Survey Committee of the Cleveland Foundation.

Find Yourself, Cohen. Sears Publishing Company.

Careers, Cohen. Thomas Nelson & Love.

Opportunity, Cohen. Thomas Nelson & Love.

This material is kept up to date, additions being made each year, while certain items may be eliminated. Lists of this material are mimeographed and filed according to the vocational classifications given above.

Second, catalogues from over a hundred universities and colleges were catalogued, and filed for ready reference. Each catalogue has a tab in that section which outlines the entrance requirements. Thus reference work is facilitated and much time is saved in answering questions of students interested in a particular college.

Third, a simple office record interview card was developed along with a student's copy of the same card.

I have a small supply of this mimeographed material, also some of our interview cards and some of the forms to be filled out by students and taken home to their parents. You are welcome to them as long as they last. If you do not receive a sample and would care to have one sent to you, a postcard will bring the desired material.

Fourth step, all second-semester students are called into the conference room one at a time. The counseling work is handled largely by the assistant principal and registrar, with some help of the principal. Across the conference desk the student is encouraged to discuss freely his educational and vocational plans or dreams. The student is made to feel that the counselor is a sympathetic friend. This condition is largely created by having the counselor do very little talking, but considerable listening to the comments made by the student.

The counselor makes a few notations on the front of the record card either during the conference or directly afterwards. This information is used for follow-up purposes as well as in checking on the student in his last year in high school. On the back of the card a tentative subject-matter program is developed for the remaining two years in high school. This program, of course, is based on the discussion which has been carried on by the counselor and the student, suggestions made by the counselor, opinions expressed by the student, and observations made from the student's permanent record card, which is on the counselor's desk.

At the close of the conference the student is asked to copy this tentative subject-matter schedule on a prepared form, take it home, and discuss the whole matter with his parents. He is then given a mimeographed list of references covering the vocational fields in which he has shown particular interests. The counselor generally checks specific references on the sheet so that the student will be encouraged to read material which has a direct bearing on the vocation in which he is most interested. The student is advised to read these references at his leisure and at a later time to discuss college entrance requirements. If the student has suggested some college from which we do not have a catalogue, that catalogue is ordered and is on hand when the student returns for the second conference.

How and where is the material of the University of the Pacific published? Thomas Nelson & Sons, Publishers, 1900. Thomas Nelson & Sons, Publishers, 1900. Thomas Nelson & Sons, Publishers, 1900.

This material is kept up to date, additional being added each year. While certain items may be eliminated, those of this material are micrographed and filed according to the alphabetical classification given above.

Second, materials from over a hundred universities and colleges were collected, and filed for ready reference. Each university has a card in that location which contains the address requirements. This reference work is facilitated and each time is saved in saving the questions of students interested in a particular college.

Third, a single office record indicates each card is filed along with student's copy of the same card.

I have a small supply of this micrographed material, also some of our interview cards and some of the forms to be filled out by students and taken home to their parents. You are welcome to them as long as they last. If you do not receive a sample and would like to have one sent to you, a postcard will bring the desired material.

Fourth step, all names, names of students are added into the micrographed form one at a time. The micrographed work is handled by the student principal and registrar, with some help of the principal. Across the conference desk the student is encouraged to discuss freely his educational and vocational plans or dreams. The student is made to feel that the counselor is a sympathetic friend. This condition is largely created by having the counselor do very little talking, but considerable listening to the student's needs in the student.

The counselor makes a few notations on the front of the record card either during the interview or during afterwards. This information is used for follow-up purposes as well as in checking on the student in his final year in high school. On the back of the card a tentative subject-matter program is developed for the remaining two years in high school. This program, if worked, is based on the discussion which has been carried on by the counselor and the student, suggestions made by the counselor, opinions expressed by the student, and observations made from the student's permanent record card, which is on the counselor's desk.

At the close of the conference the student is asked to copy this tentative subject-matter schedule on a prepared form. This is then given home, and discuss the whole matter with his parents. He is then given a micrographed list of references covering the vocational field in which he has shown particular interest. The student is given a choice specific reference on the report so that the student will be encouraged to read material which has a direct bearing on the vocational field in which he is most interested. The student is advised to read these references at his leisure and at a later time to discuss with entrance requirements. If the student has suggested some college from which he does not have a schedule, that material is copied and is so sent with the student program for the second conference.

As a result of these quite simple procedures, we are finding that students are becoming much more interested in planning for their futures. In the majority of cases they are also making a more intelligent subject-matter schedule in their last two years of high-school training.

An increasing number of parents are becoming more interested in assisting their children to make an intelligent selection of a college, one which will give the training desired.

The writer feels that the average public high school should supply authentic information on the various vocations open to American citizens. We should supply this information to the boy and girl while they are in high school. By means of friendly discussion we assist in developing a desire on the part of the student to think about and learn something of the opportunities open to him. I do not believe we have any right to state, even in a tentative manner, that any boy or girl is not qualified to prepare for any particular vocation. Every child should be encouraged to make the most of his abilities and opportunities. We should point out the road along which he may travel in reaching his goal. The writer thus feels that we are going as far as a public school has a legitimate right to go in the matter of providing Vocational and Educational Guidance.

We know that much of the reference material is being read. Some of it is even being read by parents. We also know that students are consulting our Educational Guidance files. As a by-product of this activity our graduates are being more widely scattered in colleges and universities which meet their training needs. We believe that such a condition will aid in developing more cosmopolitan attitudes on the part of the young college graduates who return and establish themselves in this community.

Those who do not go away to college have ~~ben~~ given reliable information concerning the vocations in which they may attempt to make use of their training and capacities.

We believe there will be a decrease in the number of our students taking "blind-alley" jobs. We also believe that there will be greater happiness and contentment for our boys and girls when they leave school to become participants in the complex social and economic activities of our modern world.

DESCRIPTION OF GUIDANCE PROGRAM BEING USED IN COMMUNITY HIGH SCHOOL, PEKIN, ILLINOIS

by

R. V. LINDSEY, Principal

Youth problems have assumed major importance in the consideration of our curriculum difficulties during the past ten years. A resume of the conditions which have made us so youth conscious would probably be a waste of time. We know how the personnel of the student enrollment has increased and that a shortage of jobs and a growing interest in high school attendance are two of the reasons for this enrollment growth.

An increasing number of parents are becoming more interested in assisting their children to make an intelligent selection of a college, one which will give the training desired.

We know that much of the reference material is being read. There is a very large reading program. We also know that students are receiving the educational guidance that is a by-product of this activity and that they are being well educated in all phases and universities which have their training centers. We believe that such a condition will aid in developing more competent and better on the part of the young people graduates who return and establish themselves in this community.

omic activities of our modern world. I have asked to become participants in the English school and have greater happiness and excitement for our boys and girls than they could find in any other school. We believe that there will be a decrease in the number of our students taking "blind alleys" later. We also believe that there will be a decrease in the number of our students taking "blind alleys" later.

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These programs have assumed major importance in the development of our country's scientific life. The past few years have seen the development of the sciences which have made us a world power, and it is a matter of time before the progress of the sciences will be such that we will be a world power. The progress of the sciences will be such that we will be a world power. The progress of the sciences will be such that we will be a world power.

With the increase in enrollment came a need for reconstruction of the curriculum in order that the school might adjust more efficiently to the abilities and interests of all of the student group. With this change in the curriculum has come a shift in emphasis from the college preparatory objective to the integrated personality objective. The chief purpose of education on the secondary school level today is to assist the individual in the development of an integrated personality to the end that he may make the most efficient and satisfactory environmental adjustments of which he is capable. When only twenty-five to thirty per cent of high school graduates ever attend college there can be no justifiable reason for forcing the other seventy or seventy-five per cent to take the conventional type of training.

A diversified program such as is necessary in the modern high school will not function efficiently if students are left to grope in the dark when selecting their curriculum. Young people enjoy exploration and they appreciate the opportunity of "trying their wings" in different forms of activity but without counsel and guidance much of the students' time may be wasted. Parallel with the task of guiding youth goes the related problem of keeping alert to community and student needs in order that the school authorities may always be certain that the curriculum offerings afford the type of training which will serve most efficiently in assisting the student to adjust to life situations. While this last mentioned problem is closely allied with guidance, it is a curriculum problem, hence will not be discussed in this paper.

Briefly then, youth adjustment is a matter of grave importance and we need no further defense for stating that every school should possess a definite program of guidance which will integrate all phases of the student's curriculum. The term curriculum in this case includes all school activities of the student, whether social, academic, or extra curricular.

The program of guidance now functioning in Pekin Community High School is the result of careful planning and teacher in-training over a period of several years. Preliminary to the first step and preceding each new move, problems were presented to the teaching staff. Teachers' meetings were held at which time detailed studies and frank discussions were participated in by all the staff members. At the same time publicity was given through published board reports in order that the community interests would follow the progress of the work done. Such in-teacher training and community confidence is always necessary for the successful culmination of school projects.

Included in each program of teachers' meetings were special reading assignments from recent publications, appropriate teacher reports, reports of findings from other schools, and round table discussions. Such methods create teacher interest and "keep the ball rolling." Parallel with the teachers' meetings, special committees were assigned to carry on studies and experimentations and report back to the central group.

The first step in organizing personnel was the selection of two counselors, one for boys and one for girls. In the beginning these counselors gave two-fifths of their time to such work, but the proportion of time has since been increased to four-fifths..

With the increase in enrollment came a need for reorganization of the curriculum in order that the school might adjust more effectively to the abilities and interests of all of the student group. With this change in the curriculum has come a shift in emphasis from the traditional objectives to the present purpose of education on the secondary school level. The chief purpose of education in the development of an individual is to assist the individual in the development of his personality to the end that he may make the most intelligent and satisfactory contribution to the life of his community. The curriculum should be designed to assist the student in the development of his personality to the end that he may make the most intelligent and satisfactory contribution to the life of his community. The curriculum should be designed to assist the student in the development of his personality to the end that he may make the most intelligent and satisfactory contribution to the life of his community.

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Included in each program of teachers' meetings were special sessions for the purpose of discussing the progress of the guidance program, reports of findings from other schools, and round table discussions. Such methods create teacher interest and "keep the ball rolling." Parallel with the teachers' meetings, special sessions were assigned to carry on studies and experimentation and report back to the central group.

The first step in organizing personnel was the selection of two counselors, one for boys and one for girls. In the beginning the counselors gave two-fifths of their time to each work, but the proportion of time has since been increased to four-fifths.

A department of deans had been functioning in the school for several years. In order that the work of the deans and the counselors would not overlap, very definite duties were assigned to each department. This will be explained more in detail later in the paper.

One of the major duties of the counselors is to interview each student at least once during the semester. In this interview the student is assisted in the selection of his curriculum for the next semester or for as many semesters as possible. Students may also change their selection of activities and subjects at future interviews if there is satisfactory reason for change. Students reported doing inferior work are also interviewed in order that constructive suggestions may be made for adjustment of their difficulties. Each student is provided with a case study card which is kept on file in the counselor's office. The record is cumulative.

During the last week of the semester, students in the eighth grade eligible for promotion are given copies of the annual announcement bulletin with instructions to read and discuss the different courses of study with their parents. This bulletin is typical of the usual educational guidance bulletin prepared for high school students. It includes the important traditions of the school, the activity organizations, rules, regulations, types of letter awards, courses of study, college entrance requirements, floor plans, etc. After the students have had an opportunity to study this bulletin, the counselors are assigned a day to report to each eighth grade in the district and register pupils for high school entrance. Within the same two or three day period tests are given. We use the Otis Quick Scoring Mental Ability Test, the Traxler Silent Reading Tests, and a test in mathematics prepared by the teachers. The administering and scoring of the tests are done by a teacher assigned to such work. The counselors use test results and the estimates of the eighth grade teachers to assist students in their selection of a curriculum and to guide them in adjustment problems.

There are four types of work in ninth grade English and two courses in ninth grade mathematics. If students are rated low in reading skill, they are placed in remedial reading, if low in appreciation, they select a reading appreciation class. Students of average reading ability may take an English course adjusted to their needs while the accelerate selects a typical classical English reading course with composition. The reading work is taught by a remedial reading teacher who has had special graduate courses in that field.

Students are encouraged by the counselors to select either general mathematics or algebra on the basis of what the test scores in the mathematics test, teachers' estimates, and reading tests reveal.

In addition to the work just described, counselors supervise the home room program of all entering freshmen. These home room groups are organized for the purpose of orientation. During the first few weeks of the semester the students study and discuss the material as provided in the Student Manual previously described. Following this work the heads of the different departments give talks and demonstrations to the groups on the work offered in the different fields. Movies are also used to create interest. With such guidance in the ninth grade it is much easier for students to develop a school philosophy, adjust to the activity program, select courses, participate in the social life and conform to necessary rules and regulations.

[illegible]

In the twelfth grade the counselors teach a class in guidance and this work is recognized for major credit. Briefly this covers the work of the counselors and is summarized as follows in the Teachers' Manual distributed to all teachers:

Their duties shall be

- "1. Obtain necessary data relative to students on which to base careful and intelligent study and diagnosis of each individual's special problems. Keep such material on filing cards for case study. Facts to be discovered should include the following: name, race, home address, phone number, parent's signature, type of work parent is engaged in, home difficulties if any, conditions for study, special home characteristics bearing upon the student's school relations, student's I.Q., scores made on any other standard tests, teachers' estimates of application, etc. This data should be cumulative and kept up to date to be filed with the permanent record cards when students graduate or withdraw.
2. Assist students in selection of courses. Aim to have at least one personal interview with each student during each school semester and as many more as are necessary.
3. Check on students' credits and keep a classified list of students in duplicate, one copy to be filed in the main office.
4. Counsel students who are in difficulty regarding their work, and inform teachers when necessary.
5. Interview parents when advisable.
6. Obtain failure reports from the office each time they are made out to assist in guidance.
7. Check failures and try to discover reasons through case study.
8. Keep college catalogues available for senior students and assist students in choice of college. Check students' selection of subjects accordingly.
9. Counsel students on social and vocational problems as well as educational.
10. Build up vocational and college department of library.
11. Develop graphs and curves of failure rates by subjects and departments.
12. Early in the semester obtain lists of all club activity memberships and officers from the club advisers and see that these conform to student activity rules for eligibility.
13. Cooperate with Deans in all problems of common interest.
14. Assist the office in the development of curricula and educational philosophy.

In the health group the committee issued a check in guidelines and this work is recognized as a major activity. Initially this work was part of the curriculum and is continued as follows in the curriculum Manual distributed to all teachers:

Their duties shall be

1. Obtain necessary data relative to students on which to base careful and intelligent study and diagnosis of each individual's special problems. Keep such material on filing cards for case study. Facts to be discovered should include the following: name, race, home address, phone number, parent's occupation, type of work parent is engaged in, home situation, type of family, social life, special home characteristics, etc. bearing upon the student's school behavior, etc. I.Q., scores made on any other standard tests, teachers' estimates of application, etc. This data should be cumulative and kept up to date to be filed with the permanent record cards when students graduate or withdraw.
2. Assist students in selection of courses. Give to each at least one personal interview with each student during each school semester and as many more as are necessary.
3. Check on fundamental credits and keep a classified list of students in difficulty, and copy to be filed in the main office.
4. Counsel students who are in difficulty regarding their work, and inform teachers when necessary.
5. Interview parents and students.
6. Obtain letters regarding the student from the office when they are made out to assist in guidance.
7. Check failures and try to discover reasons through case study.
8. Keep college catalogues available for senior students and assist students in choice of college. Check students' selection of subjects accordingly.
9. Counsel students on social and vocational problems as well as educational.
10. Build up vocational and college department of library.
11. Develop graphs and curves of failure rates by subjects and departments.
12. Early in the semester obtain lists of all club activity members and officers from the club advisors and see that these conform to student activity rules for eligibility.
13. Cooperate with Deans in all problems of common interest.
14. Assist and advise in the development of a philosophy of educational philosophy.

15. Direct ninth grade home room work.

16. Teach a course in guidance."

The two deans mentioned earlier in the discussion have duties as follows:

- "1. Keep a record of all student attendance.
2. Pass on excuses for absence and tardiness.
3. Write proper slips admitting absent or tardy members to class.
4. Write check-out slips for students who need to be excused during school time.
5. Interview students irregular in attendance.
6. Keep a drop list of students who have quit school.
7. Serve penalty for delinquency when necessary.
8. Assist the office secretary in keeping a permanent record of attendance in the Kardex.
9. Compile attendance data for office each six weeks.
10. At the end of each semester make out a list of students who have been absent or tardy and who may be required to take final examinations according to the merit system.
11. Cooperate with the County Judge and Juvenile Office in problems pertaining to students under 16 years.
12. Cooperate with parents relative to matters of attendance and conduct.
13. Take care of matters of discipline referred to deans' office.
14. Refer extreme cases to the Principal for final decision.
15. Cooperate with teachers in cases of corridor or general conduct.
16. Interview needy students regarding loan of school books, padlocks, help through NYA, work, clothes, etc.
17. Assign chaperones.
18. Assist in supervision of student activities.
19. Assist Principal and counselors as Student Council sponsors.
20. Have charge of hall lockers.
21. Book all activities and keep a calendar in duplicate for the office."

1. Directly advise the student of the course in guidance.

2. The student should be advised in the following manner:

3. Keep a record of all student attendance.

4. Write proper slips admitting absent or tardy members to class.

5. Write check-out slips for students who need to be excused during school time.

6. Interview students irregular in attendance.

7. Keep a drop list of students who have left school.

8. Prepare for the following:

9. Assist the office secretary in keeping a record of attendance in the Roster.

10. Prepare for the following:

11. At the end of each semester make out a list of students who have been absent or tardy and who may be required to take final examinations according to the merit system.

12. Cooperate with the County Judge and Juvenile Office in preparing to students under 18 years.

13. Cooperate with parents relative to matters of attendance and conduct.

14. Take care of matters of discipline referred to general office.

15. Refer extreme cases to the Principal for final decision.

16. Cooperate with teachers in cases of correction or general conduct.

17. Interview needy students regarding loan of school books, pay, etc.

18. Assist in supervision of student activities.

19. Assist Principal and counselors as Student Council sponsors.

20. Have charge of all lockers.

21. Have charge of all school property and keep a record in building for all.

The knowledge deans gain regarding individual student problems, home and school, is also available for the use of the counselors in their case study work.

Problems of student health are referred to the school nurse and such information as she obtains through personal interviews, home visitation, health examinations, and health class work is also available to the counselors. The nurse has her own system of health case cards.

The work of the counselors is supplemented by several other types of organization, namely; advanced home room work, class work, lectures, special counseling by outsiders, and student council.

The advanced home room work is organized by semesters as follows: 9A, Safe Driving; 10B, Citizenship; 10A, Good Manners; 11th and 12th grades, General Educational and Vocational Guidance. The material for these home room courses is prepared by teacher committees and printed on mimeograph sheets. Home rooms are organized with student leaders who use the weekly lesson sheets as a basis for the presentation, and questions included on the sheets provoke discussion. The teacher sponsor keeps the activity of the students motivated and enters the discussion if necessary.

The following lesson unit is an example taken from the third semester's work on conduct and good manners.

"What Results When I Deface School Buildings or School Property? The state school law provides penalties for unrefined, thoughtless youths who deliberately deface or mar school property. Our high school buildings have been erected and equipped at a large cost and they belong to the public. The Board of Education has invested over \$850,000.00 on our buildings. Students should take pride in keeping the buildings and equipment as neat and clean as possible. Remember that other students must use them after you are gone. Try to leave the building and equipment in as good condition as you found it.

1. Do you think that a self-respecting student would draw unsightly figures or carve his initials on school desks?
2. What is meant by the quotation, 'Fools' names like their faces are always seen in public places'?
3. What do you think will be the opinion of visitors in our school who find the property disfigured?
4. Is a nice appearing building one sign of school pride and a well organized student body?
5. If you discover a student marring school property, should you hesitate to remind him that he is being careless and thoughtless?
6. When you are careless with school property, will your parents be affected to any extent by a raise in school taxes?
7. Can you think of other reasons for taking a pride in keeping our school in good condition?

Information on student health was relayed to the school nurse and other information as she obtained through personal interviews, home visitation, health examinations, and health class work is also available to the school nurse. The nurse has the same system in health class.

The work of the committee is supplemented by several other types of organization, namely: advisors from work, class work, lectures, special meetings by chapters, and student activities.

[illegible]

The following is a list of names of persons who have been reported to have been engaged in work on conduct and good manners.

Next week we shall discuss 'What Constitutes Respect for Others?'

Last year the teachers started their first experiments presenting a unit of guidance in the course of study for each subject. This has necessitated considerable reading and study on careers, vocational aspects, etc., in the several fields. Finding suitable information and adding it to the library of guidance material is a continuous task. We have found that there are more possibilities for effective guidance in the actual class discussions than in any other phase of the school activities. Students are interested because they see a direct value and relationship with the work they are doing. The favorable results are limited only by the abilities and enthusiasm of the teachers.

Frequently during the school year outsiders are invited to the school to assist in guidance. At one time early in the second semester a specialist is engaged by the Board of Education. This specialist gives a talk to the members of the senior class the first period in the morning and then students are scheduled for personal interviews with him during the remainder of the day. Groups are determined on the basis of special interests. The work has such a student appeal that the Board of Education expects to use the time of such a specialist on two consecutive days next year. At least one specialist is provided on the student lyceum each year, and several of the general lyceum numbers are selected to create interest in special fields, as for example, science and music. Many local professional men and women are invited to talk to the advanced home room groups. Four or five will come the same day and students are permitted to report with the section in which they seem most interested. Representatives of several of the colleges are also permitted to interview seniors relative to college entrance and students are encouraged to attend the special guidance days promoted by nearby colleges.

Last year the student council interested the Board of Education in the installation of a public address system. It has been a revelation to all of the teachers and students to discover the many educational possibilities of this system. One of its many uses is for talks on guidance over the radio. Students also plan panel discussions under the direction of teachers and these are given to the entire student body over the public address system. This phase of the guidance program will probably be developed in more detail another year because it has unusual possibilities.

For several years we have been experimenting with exploratory courses in the ninth grade in order to assist students in the discovery of their special interests and abilities. A half year of business training is required of all freshmen. We believe that every student should have some training in budgeting, interpretation of graphs and charts, insurance, banking, etc. For this reason we feel justified in requiring a minimum of such work from all students. However, the course serves an exploratory purpose in assisting students to decide whether they wish to take the four year commercial course. Most of the class work is of a laboratory nature and integrated with the general mathematics course.

The first two years of shop work is organized in teaching units of from five to eight weeks. Teaching units in wood bench work, woodwork machinery, machine shop, sheet metal, forge, foundry,

electricity, and carpentry are provided. After a student has explored the different fields he is encouraged to select the type of work in which he seems most interested and specialize in the same during his eleventh and twelfth years. General science and office practice courses are also offered as exploratory work. In connection with the office practice, an employment bureau, under the direction of the commercial department, assists students in locating jobs. The spirit of cooperation between the business and professional group of the city and the employment bureau is unusual.

The Student Council in Pekin High School was organized fourteen years ago. It has a present membership of forty-three students and is the most effective single agency in the school for student direction and student control. The council is a self perpetuating body. Students elected to the council as freshmen hold office the entire four years and one additional member is added each semester until the class graduates. In addition to the thirty-six elected members, the eight class presidents representing the eight semester groups hold membership in the council during their term of office and certain other students are appointed to complete a personnel of sufficient number to provide one representative for each home room group. These representatives report on the work of the council and also express the wishes of the home rooms in council meetings. The council is a strictly democratic organization as are all of the other activities of the institution. The activities of the council are directed and supervised by the two deans. One of the latest experiments of the council is a follow-up bureau for graduates. The dean of girls supervises the work and special council committees gather the information. Data for graduates of the past two years has been completed and is on file and the work is meeting with such general approval that it is to be continued. Such information as is gathered on graduates is also available for the counselors.

During the past several years we have tried to add guidance material to the library just as rapidly as it is published. There are excellent books and magazines being published in increasing numbers which can be placed in the school library and used to advantage in the guidance program. An index to vocations compiled by Price and Ticen and published by the H. W. Wilson Company of New York, should be a part of every school library. Some conception of the types of publications now on the market can be gained from a study of the following titles which we have found very useful:

Adams	Women professional workers.
Bate	Studies in vocation information.
Bernays	An outline of careers.
Breck	Jobs for the perplexed.
Cades	Jobs for girls.
Cottler	Careers ahead.
Crawford	Choice of an occupation.
Doxsee	Getting into your life work.
Edmondson	Occupations through problems.
Fryer	Vocational self-guidance.
Gowin	Occupations.
Hockenbury	Make Yourself a Job.
Holbrook	Our world of work.
Holbrook	Our world of education.
Jackson	What men do.
Kilduff	How to choose and get a better job.

Kitson	How to find the right vocation.
Kitson	I find my vocation.
Klinefelter	Electrical occupations for boys.
Lord	The young man in journalism.
Lyon	Making a living.
Mabie	Men and women of achievement.
Maule	She strives to conquer.
Nall	Youth's work in the new world.
Oglesby	Business opportunities for women.
Parsons	Choosing a vocation.
Pressey	A vocational reader.
Proctor	Vocations.
Prosser	Life adjustment series:
	Taking a look at yourself.
	A health program.
	Keeping physically fit.
	Selecting an occupation.
	Getting a job.
Rexford	Beyond the school.
Rosengarten	Choosing your life work.
Sowers	The boy and his vocation.
Tetter	A syllabus on vocational guidance.
Weaver	Profitable vocations for boys.
Weaver	Profitable vocations for girls.
Ziegler	Choosing an occupation.

Pamphlets on various occupations in the following series:

Careers Research Monographs
Guidance Leaflets
Success Vocational Information Series

Vocational Novels

The library is building up a small collection of vocational novels which may prove of interest as related reading. Among them are the following titles:

Boylston	Sue Barton: student nurse.
Bugbee	Peggy covers the news. (journalism)
Chapman	The green hand. (agriculture)
Fargo	Marian-Martha. (library work)
Smith	Deadlines. (journalism)
Smith	Young Phillips, reporter. (journalism)

New books soon to be added to this list include:

Blythe	The making of a newspaper man.
Bugbee	Peggy covers Washington.
Boylston	Sue Barton, senior nurse.
Finger	Our navy.
Floherly	On the air (radio)
Heyliger	Steve Merrill, engineer.
Pennoyer	Polly Tucker, merchant. (department store)
Raymond	Linnet on the threshold. (business)
Van Gelder	Front page story.

Choosing an occupation.
Profitable vocations for girls.
Profitable vocations for boys.
A syllabus on vocational guidance.
The boy and his vocation.
Choosing your life work.
Beyond the school.
Getting a job.
Selecting an occupation.
Keeping physically fit.
A health program.
Taking a look at yourself.
Vocations.
A vocational teacher.
Choosing a vocation.
Business opportunities for women.
Youth's work in the new world.
She strives to conquer.
Men and women of achievement.
Making a living.

1. The first part of the document is a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: John Doe, Jane Smith, and Bob Johnson. The addresses are: 123 Main St, 456 Elm St, and 789 Oak St.

Stigler
Weaver
Weaver
Teller
Covets
Rosenblyten
Bertold

Handwritten: Pamphlets on various occupations in the following series:

Business Vocational Information Series

1941-1942

The library is building up a small collection of materials
novels which are more or less in demand in the library.
and the following list:

Young Phillips, reporter. (journalism)
Deadline. (journalism)
Marion-Jarvis. (liberty)
The Great South. (journalism)
Peggy covers the news. (journalism)
The Nation. (journalism)

1000
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New books soon to be added to this list include:

Front page story.
Latter on the (business) story.
Bolly Tucker, merchant. (department :
Steve Merrill, engineer.
On the air (radio)
The making of a newspaper man.

[illegible]

Such testing as is included in the guidance program has been confined to the general intelligence tests, reading tests, and tests in mathematics. As has been stated before, all of these are given to eighth grade students just before they enter high school and the information is used primarily to classify students and assist them in ninth grade adjustment. Much more can be done with effective testing but we have lacked the facilities for a scientific approach.

The guidance program as briefly described is not perfect or complete. In fact, it is only a beginning. We must realize that after all guidance is comparatively a new need with us, or perhaps I should say, we are only recently conscious of a real need for guidance. The success or failure of any program of guidance depends upon the attitude of the entire teaching staff. In-training work and a definite progressive program are necessary to make all teachers appreciate the need. It is not the work of any single department or teacher but the concerted effort of all departments which brings results. Every day, every hour, some situation will present itself where an alert individual who happens to be on the scene can do something in guidance. Counselors, deans, home rooms, assembly programs, school publications, library, nurse, and teachers, all, but the greatest of these is teachers, can by cooperative effort, build a guidance program which will be of more value than any one other single phase of the school program.

* * *

MR. GRIFFITH: The University of Illinois has recently undertaken to centralize and develop its work in personnel and in guidance. I thought it would be quite appropriate to hear briefly from the acting director of the newly organized Personnel Bureau of the University of Illinois. It gives me great pleasure to present to you Professor Barry, acting director of the Personnel Bureau.

PROF. BARRY: Having written to the two speakers just preceding this program, and on looking over the platform, seeing them and hearing them talk, I understand just how a freshman feels when required to make an address before a group of faculty men. Personnel work is in its infancy. The budget for 1937-38 is in the College of Liberal Arts and Sciences. It was not possible to organize the work and get it under way until the second semester, when it was taken under the wing of Associate Dean H. Fletcher. The work of the second semester was primarily with a group of students on probation because of scholastic difficulties. General policies were formulated. The greater part of the organization was laid down with the invaluable assistance of Dr. Williamson of Minnesota, from whom you shall hear shortly. The permanent organization is now being effected. For the next year or two it will be in the administrative stage. There will be a Director; there will be a man responsible for the administration and scholastic standings. All of these will be members of the teaching staff, devoting most of their time to the Personnel Bureau, but doing some teaching in the college.

The second group is a group of counselors. There will be seven counselors in the beginning and there is provision for the addition of others as they are needed. All counselors will also be members of the teaching staff and will be released to the Personnel Bureau for part time work, and there will also be the necessary clerical staff. The bureau falls into three different divisions - scholastic

counseling, vocational counseling, and personal counseling. We recognize full well that these divisions are not exclusive, that you will probably not do very much in the way of vocational counseling without also personal counseling. But the general lines seem to be these three.

In setting up the program of the Bureau we are keeping these two things in mind: The first is that the Personnel Bureau is being set up for the purpose of student counseling. It is not being set up as a research bureau. The primary function of the Bureau is student counseling. I do not mean to minimize the desirability and necessity for research, but it will be a by-product of the purpose of the Bureau and not the major interest. Second, we realize full well that there has not been a Personnel Bureau as such in the college before, but there has been personnel work done. The Personnel Bureau is being organized to supplement the work which has been done previously in the personnel counseling, scholastic counseling, etc. - to supplement that work and not to replace it.

Now we are far enough along to have the beginning of a program for September. We feel reasonably sure about three things: first, that we will be in a position to give a variety of tests to all entering freshmen in the college as a basis for future counseling of those individuals. Second, we will be able shortly after school begins to give vocational tests to all students in the university on the same basis. There will probably be a small fee to cover costs of tests and parts of the very expensive ones. Third, we propose to give a general advisory service to all students in the college and particularly to high school principals and teachers. If you know of prospective students who are coming to this university in the fall, and who wish to get counsel on this campus and to know where to go, you may refer them to the Bureau and we will receive them on and after September 7. It is the week after Labor Day. If possible we will be open for business, and if tests are indicated we will give the tests as a basis for counseling before registration. We hope to do that to a much greater degree after this semester. The Bureau will be open twelve months of the year. If the Personnel Bureau develops, we propose to stand ready to consult with high school administrators in the development of guidance programs in the individual high schools and we stand ready also to discuss with you individual cases arising in your schools. We are ready as a part of the public service function of the university, and of the Bureau as a part of the university.

MR. GRIFFITH: Some of you have already detected cross currents of opinion and something seems to tell me that perhaps the title of the next address will lead to other cross currents. Perhaps if you will take a deep breath and twist around in your chair for a moment and then settle yourself, we shall be prepared in body and certainly in mind for some reactions to the programs that have been presented to us. It gives me great pleasure to present to you at this time a man who has made a distinguished record for himself in the creation of vocational and personnel programs, and who, in recent months, has been elevated to new responsibility in this field at the University of Minnesota. It gives me great pleasure to present to you Mr. E. G. Williamson.

ment that work and not to replace it.

Mr. Williams: Some of you have already discussed other courses of opinion and everything seems to tell me that perhaps this time the next session will find us with more students. Perhaps if you will take a day break and travel around in your state for a month and then come yourself, we shall be pleased to have you present in mind for some position in the program that you have presented to me. It gives me great pleasure to present to you at this time a man who has won a distinguished record for himself in the creation of vocational and technical programs, and who, in recent months, has been elected to the responsibility in this field at the University of Minnesota. It gives me great pleasure to present to you Mr. E. G. Williamson.

WHAT HAS GUIDANCE TO CONTRIBUTE TO EDUCATION?

by

Professor E. G. WILLIAMSON, University of Minnesota

The problems of choosing and preparing for life adjustment are complex and confusing for students as well as for counselors. Nature has produced such a multiplicity of aptitudes and interests as to almost preclude accurate diagnoses. The measurement of aptitudes is yet so much in its infancy as to make extremely difficult the identification of potentialities. One hears today of aptitude for medicine, for nursing, for engineering, for mathematics, for chemistry, for agriculture and for the thousands of jobs there are in our civilization. Fortunately, recent research seems to indicate that one type of aptitude can be used with success in more than one type of job. In other words, job labels are not necessarily valid indicators of the qualifications required for success. But this identification of families of occupations is still in its infancy and counselors must, therefore, use the empirical method to understand what is and is not required of an applicant for a particular type of work or training for that type of work.

In view of the complexity of human nature, small wonder therefore that the tendency of schoolmen is to assume that there are only two types of human beings, those who can learn through textbooks and those who can learn through the operation of machines; the so-called "head-minded" and "hand-minded" individuals. On the basis of this oversimplified classification of students, curricula have been set up in rigid form with each pupil's education beginning on the assumption that he is "head-minded." If this crude diagnoses proves to be wrong, then the pupil is rudely shunted into the "hand-minded" curriculum. Thus we see that, until recently, the basic psychology underlying curriculum construction is that there are two types of abilities and that individuals must possess one or the other. The psychology of individual differences is often thus reduced to this absurd typology.

The academic curriculum stretches from the kindergarten to the graduate school for the "head-minded." This constitutes the main academic highway over which all individuals must first attempt to travel. If attempts to learn are unsuccessful, they are shoved into the isolated, infrequent and unpaved sideroads of the shop courses, the agricultural courses and the home economics courses. These latter so-called vocational courses are a grudgingly given concession to pioneer educators who contend that the two-fold classification of human abilities is not consistent with the known multiplicity of human capacities.

A cursory inspection of the United States Census reveals that there are many types of adult occupations for which no training is provided by the school and for which academic training is highly questionable, if not downright undesirable. I refer for example to the increasing number of jobs in the field of selling or distribution of goods and services. We might characterize workers in these occupations as "tongue-minded." As a matter of fact, there are more adults engaged in the distribution of goods and in personal service occupations than in the professions. But our schools provide no training for these types of jobs which many pupils enter. It is as though we educators assumed that a pupil learns instinctively how to sell or how to provide personal services.

As a direct result of this overly simplified classification of human abilities, present-day education is characterized by a great deal of waste of human abilities and human effort. Pupils who do not fit into the head, hand or tongue type of learning are, nevertheless, forced to learn what they are incapable of learning and what is so psychologically distasteful as to prevent learning. As a result, the size of our scholastic graveyard, that is the number of students who drop out of school, or who fall off the academic ladder at one of the lower rungs, is truly appalling. Sometimes an educator becomes apprehensive when he considers the possibility that the public will learn how we have used the academic guillotine on so many of the public's children. Truly, education has been concerned more with the elimination of the so-called unfit, than it has been eager to find out what types of abilities the so-called unfit students have and whether an adequate type of training could be provided. As a result, our so-called academic failures go into life vocationally untrained, civically indifferent, oftentimes emotionally resentful and with feelings of inferiority which preclude the development of an adequate adult life. Moreover, they have been taught ineffective use of their aptitudes, and thus have lost all ambition to use what peculiar abilities they possess. We cannot force an individual to attempt to reach an unachievable goal without having a very bad psychological reaction. The forced attempt to learn psychologically distasteful material with a disregard for these distractors of learning have resulted in a great deal of educational waste. This condition in education has set the stage for a new development in American education. I refer to the so-called guidance or personnel movement.

The Function of Guidance

It is the basic function of guidance to contribute to the effectiveness of education by developing and using refined means of identifying the potentialities of each student; and by directing each student to appropriate training sequences, to the end that students shall develop a more intense desire to learn what they are capable of learning. In other words, the cultivation of a desire to learn will result if a student is attempting to reach an achievable goal. More effective skill in using aptitude will result if an individual works in line with his interests and ability.

If guidance functions effectively, the area of the scholastic graveyard will be decreased. Guidance workers do not contend that all students can be "saved" from failure. Many problems are discovered too late in life and some students possess too small an amount of any type of aptitude to meet the necessary training and occupational standards. Other students are in such psychological condition that the distractors from learning are too intense to be changed. While we cannot save everyone, yet we can save a great many of the pupils who are now failed by those teachers who seek only to teach rather than to cultivate learning.

Time permits only a brief characterization of this function of guidance and of its methodology. Briefly, it is a substitution of scientific methods of diagnosing potentialities for the widespread use of character reading at sight. It is an attempt to measure human capacities and to determine an individual's mental stature with regard to every possible aptitude. It is an attempt to measure rather than to guess whether an individual is capable of learning what a teacher teaches.

Since measurement is the basic tool of diagnosis, then the psychological test is seen to be one (but not the only one) of the chief techniques by which a counselor arrives at his diagnosis. Now the psychological test is no more and no less than a standard sample of questions and puzzles designed to allow a pupil to show what he is capable of doing in comparison with other individuals. The essential feature of the test is that it permits more exact measurement of how bright an individual is in relation to other individuals. That is, it permits an understanding of his normative position in the scale of human abilities. It is a basic assumption that all measurements in the field of psychology are relative; that there is no absolute measurement of the amount of an individual's ability. Although we have no absolute standard, we can, by comparison with other individuals on a uniform yardstick, determine how much a pupil has of what is required and whether he meets the required standards for training and for job competition.

It is clear then that it is the function of guidance to diagnose student potentialities prior to instruction and to report to the teachers which students are capable of learning what the teacher has to teach. It is the further function of guidance to motivate students to their optimum or to create the desire to learn what can be learned.

The Methods of Guidance

Now guidance is by no means a new fad in education. Historically, it is almost thirty years of age, but recently a new point of view has appeared in the guidance field. Anyone who reads the history of guidance will understand that traditional guidance was based upon the assumption that any teacher was qualified to talk to a student for a few moments or to observe him in the classroom and then to give him advice regarding what courses he should take in school and for what occupation he should prepare. Recently some guidance workers have carried the same assumption over to the field of personality guidance and have assumed that by talking to a student they could understand his emotional and attitudinal make-up and then give valid advice. One further assumption was made by traditional guidance workers, namely that any amateur teacher need but give information regarding job and educational opportunities, and then the student was qualified to do his own choosing. This assumes, of course, that the student can perform a type of logical reasoning exhibited by very few adults. Traditionally guidance workers have ignored both the need for diagnosis and the technicalities of diagnosis. It was as though they thought that any person who had lived with himself a number of years was qualified as a professional psychologist and diagnostician of human abilities and motives.

It is indeed strange that such a fake type of psychology had such a wide-spread appeal and still has today. Indeed, guidance is perhaps the only profession dealing with human adjustments which still uses these amateur methods of diagnosis and a blanket prescription method of advising individuals. Medicine long ago gave up amateur diagnosis and blanket prescription. Social service has gone the same way. One profession after another has reached the point where it concluded that a technical diagnosis of an individual was necessary before anything was done for him, with him or to him. But in education we diagnose abilities by means of the "flunking" technique, by permitting students to bestow abilities upon themselves or we permit parents to do the choosing.

The Methods of Characterization

Because all of these traditional methods are unsatisfactory, guidance workers have been employed to provide more technical diagnosis preceding attempts to teach and to create a more intense desire to learn that which can be learned. These workers operate upon the assumption that teaching cannot be effective unless the teacher understands the types of abilities and attitudes her students possess. This procedure of understanding pupils is seen to be increasingly technical and to require the ~~services~~ of professional workers trained in research, in human measurement and in the clinical use of measuring devices. It is no longer assumed that a teacher who may be qualified to teach Latin is, thereby, qualified to understand her pupils. Human nature has far greater complexities than can be learned by observing behavior in the classroom.

A Minimum Guidance Program

To achieve a better understanding of the contribution of guidance to education, let us review the minimum essentials necessary for an effective program in any school whether it be the elementary or the graduate school. These essentials have to do with the machinery necessary for guidance to make an optimum contribution to education. First in importance is a variety of curricular resources for the known variety of aptitudes presented in any student population. We cannot expect to produce well-adjusted adults unless we provide them with vocational training in line with their varied aptitudes. Our ignorance is too great at the present time to list all of the additional types of training needed, although it is my opinion that one of the most evident types has to do with training for selling and personal service occupations. I am convinced, moreover, that the educator's predilection to rescrumble the curriculum with no new instructional materials is impotent. What we need is a new content of instruction based squarely on the indisputable fact that most of our pupils do not enter college. Of what value is it for the guidance worker to discover that pupils have a variety of aptitudes, interests and needs if public education provides training designed to prepare only for the professions or for skilled trades? Can any educator defend the misuse of the taxpayer's money in forcing most students to enroll in professional or pregraduate school courses when only a small fraction of students go on to advanced courses?

When the variety of available curricula is increased, the need for guidance will become even more imperative. Then we cannot let students drift willy-nilly into that curriculum which provides training consonant with aptitudes, interests, and needs. Providing the needed curricula is but one step in effective education. We shall need to provide increased guidance facilities to make certain that the correct curriculum is chosen. We can no longer justify our practice of telling the student he may take whatever curriculum appears attractive to him. Now we tell him to choose freely, but we mutter to ourselves, "Your choice had better be good or we shall fail you." If we provided adequate guidance facilities, we could help the student to avoid failure, thereby increasing the effectiveness of education.

Second in importance to varied curricula is the need for a sympathetic administration and a teaching staff which is pupil-minded, or as we choose to say, who are personnel-minded; who consider that the cultivation of a desire to learn is more important than the esoteric teaching of subject matter regardless of whether it is

1. Minimum Glucose Tolerance Test

learned. We need educators who have thrown overboard the standard educational technique of failing a large percentage of the students in order to maintain academic standards. We need educators who consider a large percentage of failures in any class as evidence of ineffective distribution of pupils to that class. Enrolling students in courses in line with their capacity to learn is a more effective, socialized, humane and enlightened way to reduce the prevalent practice of failing from one-fifth to one-half of our pupils.

We need teachers who will collect and record relevant observations of behavior indicative of interests, attitudes, emotion and other personality traits. Teachers have a great storehouse of information, impressions, hunches and ideas about the pupils, but thus far these data are carried in the limbo of vague impressions and are of no value to the guidance worker who attempts to understand pupils. The development of an effective system of collecting teachers' anecdotes is a necessary part of a guidance program.

We need also technical and professional clinical facilities for diagnosis and treatment of exceedingly difficult cases which cannot be treated by the ordinary advising method. It is quite probable that for many decades most schools will not have adequate clinical facilities. Until facilities are increased, we shall have to depend upon data collected in group testing programs.

We need in each school, large or small, teachers who will serve as general counselors for the treatment of mild cases of maladjustment, and who will handle the so-called normal guidance cases after they have been diagnosed and a program recommended by trained counselors.

An additional essential part of an effective guidance program is the cumulative record keeping of all relevant guidance data, certainly from junior high school on up, and probably beginning with the primary grades. For the most part, this information in the primary grades will be of a general nature, supplemented by a few general I.Q. tests, but chiefly information recorded about the individual's social adjustment on the playground, at home and in the classroom. As the individual goes up the educational ladder, the information becomes much more specific, more complicated and multiplied, and the number of measurement data increases until finally the guidance worker has data available to make an adequate diagnosis.

I should like to state the reasons why I consider cumulative record keeping so basic to an effective guidance program. In the first place, all measurement in our field is tentative. We need make no apologies for this fact, because measurement in all phases of education is extremely tentative. Teachers' examinations are so crude as to be not measurement but oftentimes mere guesses. Psychological tests are far more accurate than teachers' examinations, but less accurate than the doctor's thermometer. It is because of this fact that we must have repeated measurements given at least once a year and supplemented by all the hunches, impressions, ideas, and observations of the teacher. All this means that a mass of material must be collected systematically; must be assimilated and analyzed and tentative diagnoses made at least once a year for every pupil. All of these data must follow the student as he progresses up the educational ladder. When the summing up or diagnosis indicates that the

We need educators who have thrown overboard the standard educational technique of failing a large percentage of the students in order to maintain academic standards. We need educators who can consider a large percentage of failures in any class as evidence of ineffective distribution of pupils to that class. Enrolling students in courses in line with their capacity to learn is a more effective method. We need a different way to measure the progress of those of failing from one-fifth to one-half of our pupils.

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As a technical part of an effective guidance program is the systematic testing of all pupils. Guidance data, especially if it is for high school or up, and properly beginning with the eighth grade. For the most part, the information in the guidance office will be of a general nature, supplemented by a few specific tests, but definitely information collected about the individual pupil. As the individual part of the educational program, the individual pupil must be tested, and the results of measurement data increased until finally a guidance worker can give specific advice on adequate adjustment.

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student should be directed into a new or different type of educational training, then the counselor has the proper basis for such advice. Parents should welcome such advice if they were certain that it were based upon accumulated experience of the school in its contact with the student. At the present time, all we have in the way of accumulated information about the pupil as he goes from grade to grade is his name, age, residence, perhaps father's occupation, perhaps one or two I.Q. tests given by heaven knows whom and scored by some mysterious person whose arithmetic accuracy we often suspect, and lastly, and perhaps ~~last~~ in importance, his teacher's estimates of his knowledge. How much easier it would be for a teacher to understand her pupils if a guidance officer had analyzed cumulative records coming from the elementary grades and put in her hands a concise statement of this individual's potentialities and his readiness to learn. Then, a teacher could do effective teaching.

Obstacles to Guidance

There are many obstacles to the instituting of such a minimum program of guidance. The obstacle mentioned the most frequently is the cost. Of course, any guidance program, to be effective at all, must cost more than does the dilatory attempt we now make to understand pupils. But it is possible that we could use some of our present funds to find out what students can learn thus saving all the money we waste when we fail a student because he attempted to learn what he was not able to learn. The money we waste today trying to teach pupils what they can never learn would be better used to diagnose them and then to teach what they can learn. These savings would provide adequate resources for this minimum guidance program. It becomes, therefore, a problem of revamping the budget if we are to have effective guidance.

But one obstacle still remains and that is the idea that guidance can be done by untrained individuals. There is no greater fallacy prevalent in education today. Just what is there in learning to teach mathematics which gives a teacher insight into human nature and makes her a qualified diagnostician of all human abilities? It is true that she understands a little about mathematical abilities, but she knows nothing about a host of other abilities. What is there in the training of a teacher of English which makes him an expert psychologist? There is no psychological or logical basis for assuming that ordinary teachers can provide the needed technical and professional service in this field. Until we grant these two points, that money is now available if we would use it more effectively and that we need more professionally trained people, even this minimum guidance program will not be achieved.

As a matter of fact, the charge of greatly increased cost has been made against every proposed improvement in educational methodology. Would we return, if we could, to untrained teachers of mathematics and to untrained principals? Do we believe that almost any teacher trained in English can automatically teach other languages? More and more we educators have come to demand professionally trained people in all the teaching specialties. Why not apply the same logic to this important field of guidance? If we wanted cheap guidance, we could get it, but the results would be worthless and ineffective as well as cheap. We don't want amateur teachers, but many administrators demand cheap guidance and we get it.

student should be directed into a new or different type of education. At the present time, all we have in the way of educational information about the past as he goes from grade to grade is his name, age, residence, perhaps father's occupation, perhaps one or two elementary grades and put in her hands a concise statement of this individual's potentialities and his readiness to learn. Then, a teacher could do effective teaching.

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But one obstacle still remains and that is the idea that guidance can be done by untrained individuals. There is no greater fallacy prevalent in education today. Just what is there in learning to teach mathematics which gives a teacher insight into human nature and makes her a qualified diagnostician of all human abilities? It is true that she understands a little about mathematical abilities, but she knows nothing about a host of other abilities. What is there in the training of a teacher of English which makes him an expert psychologist? There is no psychological or logical basis for assuming that ordinary teachers can provide the needed technical and professional service in this field. Until we grant these two points, that money is now available if we would use it more effectively and that we need more professionally trained people, even this minimum guidance program will not be achieved.

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We would all agree that the cultivation of satisfying and effective learning in preparation for adult adjustment, educational and vocational and social, is the only justification of education. But we see that merely teaching subject matter will not produce an effective education. Therefore, in order to achieve effectiveness we must professionalize the adjustment of education to pupils. Otherwise, we have only esoteric teaching of subject matter and not effective education. It is the privilege of guidance workers to contribute to education a method for directing students to those teachers who can teach them what they can and want to learn.

* * *

CHAIRMAN: We have had several large portions of cold sliced tongue. Unfortunately the cook did not take out all of the bones and we have some things left to chew on. I am a little doubtful as to just where to begin. I will give the members of the audience the first chance, if there is anyone who wishes to clamp his jaws on some statement; I'll not wait more than thirty seconds.

QUESTION: I would like to ask a question. I understand that the good teachers don't do any guidance in the class room?

CHAIRMAN: Not at all; my suggestion is that she do her own type of guidance and not someone else's. Student guidance covers a multitude of things. Some student problems are such that they cannot be handled by some technician. If she is trained to deal with mental problems, then she can do that; if she is not trained to do that, then she had better leave them alone. If she is trained to be an executive teacher, the very manner in which she teaches will do something to the student. That is one type of guidance, but it does not happen to be the only type. However, plenty of types of guidance are not helped by teaching. There are plenty of mental problems which are not helped by a teacher's personality. There are some instances where some emotional problems are caused by the teacher's personality. Eventually, in my judgment, because of these problems from the teacher's personality, we will have to make every prospective teacher see to her psychology at least twice a year. I am not sure that is answering your question.

Is there any other question? Mr. Crakes, have you some question? I have one or two reactions to the preceding speakers. Mr. Lindsey, in his remarks, pointed out that his guidance program is interlocked with all other phases of school life. They are not divided and set up as separate organizations. I was asked to discuss our educational guidance program. We tell schools we know something about the student in advance. We have his record. I.Q. doesn't mean a whole lot; it is just one of many manners of sizing up. There isn't complete correlation between a certain vocation and the student's I.Q.

We don't start this vocational guidance work until the second semester. We have a year and a half on which to base some of our questions and in which to do some of our work. You are already preparing emphasis. Student interest is all important. Only through arousing student interest can you get them to go far away in mental thoughts. I don't care whether his interest changes from time to time so long as you arouse that interest. I think we ought to arouse student interest in this field of guidance by every possible means.

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We don't start this vocational guidance work until the second semester. We have a year and a half on which to base some of our questions and in which to do some of our work. We are already getting material. Vocational interest is all important. Only through knowing vocational interest can you find in the way to mental strength. I don't care whether the student changes from time to time as long as you possess that interest. I think we ought to make the school interested in the field of guidance by every possible means.

That is an important thing. I believe the program just directed is entirely too complicated for an average school system. I don't believe the average school system would tackle it. Then we haven't had any vocational guidance and we don't have it in any of the smaller nor some of the larger schools. Let us start with a simple program and build up to a more elaborate program.

For instance, if every high school should try to hire a trained vocationalist teacher, we couldn't find enough to take care of one school system. We are accumulating more of them. Many of them have not had much practical experience. They go into certain schools. I had this experience last year. I had to hire two teachers in our high school. I had just dozens of applications from men and women up to about middle age who had plenty of training. Out of thirty-two only two had had any practical experience. They couldn't get any. We have hired two and are going to give them a chance. They are going to do a lot of things wrong, but they can improve by their mistakes; so I believe we have to start with a rather simple program and build up to a more elaborate one.

There is one last thought: over in Germany, Hitler is telling the people of Germany what they must do, because he possesses and they do not, the aptitude and ability of proper thinking. I want to believe that in our school we can give the youngster the right kind of guidance. Do not let the older person decide that he should be one type of man when he would make a better success at another.

I would like to ask Mr. Potthoff if he has any questions?

MR. POTTHOFF: There is just one phase of this discussion that I am prompted to comment upon: the point of view expressed here with reference to guidance. The guidance movement means a great deal to the needs of the individual pupil whether that pupil is in the upper twenty per cent or the lower twenty per cent or in the lower twentieth of one per cent. In the second place it seems to me that the guidance movement has had the advantage of the development of numerous types; it has had the advantage of publication of numerous books and pamphlets that are useful in one way or another; it has had the advantage of the development of many kinds of technicalities. I gather from Mr. Lindsey that perhaps his guidance program did not function so well if there were many involved. It has had the advantage of a good deal of favorable assistance.

With reference to the point of view toward the dull pupil: it so happens that the dull pupil, in a sense, is forced upon us. The guidance movement has had a chance to develop slowly at its own pace. Again it seems to me that there is contrast between these two points of view, the point of view that I have referred to with reference to guidance - that guidance may concern resources with pupils, of the individual pupil interest - against the point of view that whether it is two hours or two thousand hours or two million hours it is just so much time wasted unless we get along with the dull pupil and give attention to him. If these efforts are interrupted, about all it means is that because we have been giving the dull pupil a certain kind of material, a certain kind of instruction, we have not been getting very far. But that does not prove anything as to what we might do with better techniques even if we knew nothing about these dull pupils.

that is an important thing. I believe the average school system is not so much interested in the individual as it is in the group. I don't think we have the average school system would tackle it. When we haven't had any vocational guidance and we don't have it in any of the schools, we are in the same position. But we must have a single program and build up to a more elaborate program.

For instance, in every high school system, we have a vocational guidance program. We are accumulating more of them. Many of them have not had vocational experiences. They are not interested in the individual. I had to hire two teachers in our high school. I had just dozens of applications from men and women to be about middle age who had plenty of training. Out of this, only two had had any practical experience. They couldn't get any. We have hired two and are going to give them a chance. They are going to be a lot of help. But we have to start with a rather simple program; so I believe we have to start with a rather simple program and build up to a more elaborate one.

There is one last thought: over in Germany, Hitler is telling them do not, the aptitude and ability of proper thinking. I want to tell you that in our country we are not doing this. We are not giving guidance. Do not let the older person decide that he should be on the type of men when he would make a better success at another.

I would like to ask Mr. Pottorf if he has any questions?

MR. POTTORF: There is just one phase of this discussion that I am prompted to comment upon: the point of view expressed here with reference to guidance. The guidance movement means a great deal to the needs of the individual pupil whether that pupil is in the upper twenty per cent or the lower twenty per cent or in the lower twenty of one per cent. In the second place it seems to me that the guidance movement has had the advantage of the development of numerous types. It has had the advantage of publication of numerous books and papers. It has had the advantage of the development of many kinds of technicalities. I believe that the guidance movement has been a success. It has been a success in that it has given us a good deal of favorable assistance.

With reference to the point of view toward the dull pupil: it so happens that the dull pupil, in a sense, is forced upon us. The guidance movement has a point of view toward the dull pupil. It is in it seems to me that there is contrast between these two points of view; the point of view that I have referred to with reference to individual pupil interest - against the point of view that whatever it is two hours or two thousand hours or two million hours it is just so much time wasted unless we get along with the dull pupil and give attention to him. If these efforts are interrupted, about all that we can do is to give him a little more of the same. We have not been kind of material, a certain kind of instruction, we have not been getting very far. But that does not prove anything as to what we have to do with the dull pupil. It is a matter of how we handle the dull pupils.

I know I run the risk of getting off on one side with everybody else against me. I have dealt with these dull pupils myself, and I think I am fully aware of the terrific difficulties with which the teachers are faced. It is a dangerous thing to say that nothing can be done with these pupils. Where would we get public support if we were to proclaim that we had adopted and intended to live by that idea. On the other hand, although there is a great deal of discouragement about this program, there are some things that I could refer to in defense of the subject.

One of the speakers just made the remark that the I.Q. is often inaccurate. I have some experience with that. I have in the last two years had a number of high school youngsters brought to me whom I gave or who were given an intelligence test - a group thought test in the sense that the pupils read certain materials. In one instance, a girl 13 years of age had an I.Q. of 69. I gave that youngster a performance test, a test with no reading, a test of subjects, pictures, etc., and she came out with an I.Q. of 95. One boy of 15 had earned an I.Q. of 73 and on the performance test he came out with 104. I cite these instances because this is the danger that we may run into.

Pupils entering upon the study of high school eligibility perhaps jump at ordinary terms. Who has enforced learning? It was learning that some schools have never taught, and even college students cannot do that kind of thinking. We have again these instances of students coming to college that find the call to work and do work. I wonder if it isn't fair to say that in dealing with the dull pupils, we have been fishing in the wrong part of the pool, but that if we said no more about them we might be able to say it and with methods and materials that would be effective. Mass production is no way. We might have reached that conclusion but certainly more recent developments show that it is not so.

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Auditorium
July 14, 1938
7:30 p.m.

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LECTURE REPORTING SERVICE
440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 4

ADMINISTRATION AND SUPERVISION GROUP

- SUBJECTS: A. The Objectives of Recent Developments in Classroom Instruction.
B. Evaluation of the Outcomes of Classroom Instruction.

MR. WEBER (Chairman): My privilege this afternoon is to be in charge of this meeting which belongs to you. For the major part the presentation of the discussion this afternoon will center around the open discussion by these folks whose names you find in the upper part of the inside page of the University of Illinois Bulletin. They are R. B. Browne, L. O. Dawson, C. A. DeYoung, Elbert Fulkerson, D. A. Grossman, P. B. Jacobson, A. E. Smith, B. Othanel Smith.

We are asked this morning at the little conference to be sure to turn the meeting over to you, and I am certainly going to give you every opportunity to engage in discussion. If there are any here who are just classroom teachers, you, too, are welcome. You, too, may take part in the discussion. Back in March, 1930, World's Work published a little article which received a great deal of attention. It was entitled "What Makes Teachers Cranky?" The criticism this teacher brought against the administration was that an experiment was being carried on in this school for some four or five years; this young lady evidently had appreciated the superintendent saying, "We have carried this experiment on for four or five years and nothing has come of it." His answer was "That is so, but that's a hell of a fine thing for me to talk about." We want you to take advantage of this opportunity to enter the discussion freely. The entire discussion abounds the objectives of recent developments and evaluation of the egotism of classroom teaching and instruction.

Mr. B. Othanel Smith of the University of Illinois will talk on the subject of recent development in classroom instruction. I now turn the meeting over to Mr. Smith.

THE OBJECTIVES OF RECENT DEVELOPMENTS IN CLASSROOM INSTRUCTION - THE IMPLICATIONS OF THEM FOR SCHOOL ADMINISTRATORS AND SUPERVISORS

by

B. Othanel Smith

I have two points that I am going to discuss with you. I have a third point which I am holding in reserve in case there is encore. The two points are concerned with the question of what we are trying to do in some of the newer tendencies of classroom instruction. I think we can put down as one of the things we are attempting to do, that we are trying to deal with realistics in the classroom. If you ask me what we mean by realistics, I should have to tell you as the student told the teacher in a composition: She was one of the teachers who subscribed to the doctrine that you just leave a child alone, let him do what he wants to do, and hope that something will bubble out of him. She was working on the theory that he could write a composition, so she said to him and to the rest of the class, "I want you to express yourselves. Just tell what there is in you." He

handed in his composition and she read it. He said, "In me there is stomach, and in the stomach there is a breakfast, and I had for breakfast oatmeal and cream," and so forth. He was a realist and not a dramatist. He took her at her word.

But realists may mean that we make outside discussions about things, that we don't deal with just pictures of things, that we don't deal with what somebody said about things, that we don't deal with stories about them, but that we actually attempt to get into them. I suppose that that development has had its strongest lead in the field of the social studies.

In the social studies they are beginning to recognize more and more the necessity of getting out in the community with children, and of letting them get out in the community by themselves. In other words, we are beginning to see the possibilities of surveys made by children themselves on various aspects of community life. They made a survey of housing conditions in a community, a survey of employment and unemployment in a community, a survey of the tax situation in a community and some illustrations of the types of things being done. It is not the purpose of a survey done by children to simply get out and get hold of some information and then store it away, but to use it as a basis of practice in habits of organizing information and seeing what it means in terms of community action, and evaluating plans for reliving conditions in terms of values which may be accepted.

What I am saying in different words is this: that there is a distinct tendency to stop dealing with subject matter which is organized in terms of what people know but to attempt to deal with it, and to organize it, about what people do. If you examine history, literature, or any other subject as taught in the school at the present time, you will find that for the most part it is organized and taught in a form which manifests itself in what people know and what they do. To state it differently, we are attempting to organize the subject matter that is to deal with realistics in such a way that we can deal intelligently with social processes. The knowledge which we have about physics, history, chemistry or mechanics is most indispensable to the student, and most useful to him, when it is taught by the process in which he will participate - consumption and production, recreation and education - rather than in such a way as to show what we know about the subject matter.

The second thing which we are attempting to do in classroom practice is to be more manifest than ever before about the development and improvement of thinking simple problems. I think that is very clearly recognized or exhibited in the work which the progressive education is doing, for example, and in some new courses of study being prepared by the state of West Virginia. We have for a long time talked about the improvement of thinking, and we have examined a number of things with reference to it. We have come to the conclusion that if persons were interested in working on something they are engaged in, if they found pleasure in it, or were involved in it wholeheartedly, that would come out by good ways of thinking. We know it is possible for a person to go through life solving problems and keeping bad habits of thinking as well as good habits. We know also that with only a fair degree of accuracy and without a great amount of information, one may possess good habits of thinking.

We have found through some subjects which are uniquely designed by the subject matter or by natural fittings for the development of thinking, that it is an old case that has been somewhat disturbed. However, in practice we still adhere to it, because it is a fact long to be remembered that students tend to look down upon courses, whether in college or high school, if there are not clear and distinct solutions to the problems discussed in those courses. That is, we are prone so far as students are concerned, to let them go through the school looking down upon the future of such subjects. They take them as we give them. We know that most of the things we are discussing are things which we don't have ready-made solutions for. My point is this: the only way that we can ever bring those subjects that deal with issues that are conversational to the student is to bring the student in his thinking to a point where he does not simply wallow around, but is brought to task. When he expresses an idea or a point of view that is criticized, he mustn't get by with an ordinary explanation, with sloppy ways of thinking.

I am going to be as concrete as I can and ask the question: what do we mean by some of these habits of thinking which are being kept and have been kept by good teachers for a long time? One of them is the habit of asking such a question as this: if we do something this way instead of some other way, what difference will it make to other people? How often in classrooms have you heard that question asked? What difference does it make? When you raise a question like that, you are raising a question of value, and it is a question that can be thrown open for discussion. This type of question forces people to think of the ways to work the things out. I call that a way of thinking that is a habit of thinking, and you cannot go through life without having or exercising it a great deal.

I shall point out one or two others. There are the habits of thinking which are involved in the criticizing or examining of what other people say or write. I submit to you that that is something not usually practiced. As a matter of fact, textbooks for the most part tend to preclude the business department because most of the things which are written in history are arranged by persistence. The same thing is true of textbooks in chemistry, physics, or botany, and to get behind what the author is saying and to know whether or not he believes what he says is important. Acceptance is a question that will get him into certain habits of thinking. You know that there are two types of things which you accept as true. One type is to accept things as true because you can see them. If I see you sitting there, and someone disagrees with me, I would get skeptical of myself, and there is nothing more needed in the social process than that type of cleanliness of mind. I say, then, that that is one type of thinking which needs to be developed and emphasized.

Another thing is that of keeping what is known as proof. I would be willing to wager a month's salary (which would not send you to Europe) that any half of us you could gather together at any time would have little conception of what is involved in proof. When we ask a child in the classroom to develop proof outside of the field of geometry, the scale is seldom presented to him. We seldom ask him any questions that lead him to develop proof.

I have pointed out briefly some of the things that are involved in thinking. Now I am going to turn to the conflict so far as the school administration is concerned. I think we may put it this way:

as teachers, we guide the process of thinking so far as to develop proper habits until we know the process of thinking as a coach knows the process of running. When a coach goes out to coach a fellow in the process of running, he knows enough about it to tell him where he is making a mistake in the process - whether he is swinging his arms in the right direction or holding his body in the right position. These he must know in the process of running so that he can improve the habits which are enjoined in running. As school people you should know these things sufficiently well or we cannot get much farther than the mere teaching of information and teaching it in a functional way until we have clear insight into the thinking process. I am saying that the school administrators and the supervisors have a responsibility of helping teachers examine their teaching and the students' thinking with the view in mind of getting an insight into the habits of thinking.

With respect to the realities, one should teach realities in such a way that people can see the use of them as well as simply to know about them. The school administrators and supervisors again have the responsibility of making it possible for teachers to begin the experiment within that field on a small scale. I think it is too much of an examination to dispose that summer schools, that college instructors, can go a long way toward helping teachers in the two points which I have pointed out. It is within the power of school administrators to provide leadership - to see the way as clearly as possible and to pass it on to the teachers, so that they themselves go into the classroom, make thinking more real, deal with more real things and turn out students whose thinking habits are better, in order that they may deal with conciseness with the problems that are being heaped upon us by the lives we live.

THE PLACE OF TESTING IN THE SUPERVISORY PROGRAM

by

P. B. Jacobson

Supervision is often thought of as consisting of classroom visitation with an ensuing conference, demonstration, testing, curriculum revision or construction, teachers' meetings either for the whole faculty or special groups, experimentation and research. There is no disposition on the part of the speaker to say that testing is more important than any other supervisory activity. The point of view of the discussion is that the use of an adequate testing program, and its application to a local school situation is a profitable and objective way to begin a supervisory program. After a satisfactory set of achievement tests has been given, say in English, general science, foreign language, mathematics, and social studies, tabulated, and analysed in the light of the abilities of the pupils, there is an objective basis for teachers' meetings, conferences with individuals or groups, and data which are of importance for curriculum revision¹⁻² will be revealed.

1. Pierce, P.R. "Major Steps in Reorganizing a High School Curriculum," School Review 44 (1936), pp. 655-666.
2. McCalmont, J.K. "The Instructional Background of General Science Pupils in a City Community," School Review 44 (1936), pp. 291-297.

That the use of testing in a supervisory program at the high school level is not common is generally acknowledged. Whether such conditions should exist is open to question, for the supervisors in the outstanding schools which were studied in the survey of secondary education, while not using tests extensively, reported their use of great value where they were used.¹

The testing movement came into prominence at the close of the war. The first field to be developed was mental testing, followed by achievement testing in the elementary school field and later with a variety of tests in the high school field. It has been reliably estimated that in the 1920's² there were available for those who might wish to purchase them, over 500 standardized achievement tests for high school use. High school administrators did not use them extensively. Some of them were excellent technically, especially when judged by the standards then prevailing, but the majority were hastily constructed, inadequately standardized, and full of technical imperfections. These tests were constructed independently so that the school administrator who chose among them would not have a set of tests which could be combined into a meaningful description of the individual pupil or the school as a whole. The tests which were available were constructed independently. Norms were secured on different groups of pupils so that the results were not comparable. One could say that a pupil ranked at the 50th percentile in algebra and at the 75th in general science, but no conclusions could be drawn with assurance because no one knew whether the 50th percentile on the two tests represented similar achievement, or whether the norms were computed on the same group of pupils.

The Purpose of Testing³

There are many purposes for which tests may be used but the immediate purpose is to provide objective and reliable measures of individual differences in educational achievement. These differences are very great in any school, and vary tremendously from school to school. For example, in the Iowa Every-Pupil Testing Program which is one of the excellent regional services available in the Middle West, over 20% of the twelfth grade pupils tested scored below the ninth grade norm on the English Correctness Test, and almost 4 per cent of them scored below the seventh grade norms. More than 20 per cent of the ninth grade pupils scored above the average for twelfth grade pupils. Similar differences may be found in any field. Some ninth grade pupils enrolled in general science have a better understanding of physics, chemistry, and biology than the average high school graduate who has completed a full year in each of the three subjects. Such evidence about pupil achievement should have a considerable influence on the guidance program. Adequate guidance is impossible without cumulative and reliable test records.

1. Englehart, Fred, Zeigle, W.H., and Billet, R.O. Bulletin No. 17, 1932, Monograph No. 11, National Survey of Secondary Education; U. S. Department of Interior, Office of Education. Washington: 1933. Administration and Supervision, p. 163.
2. Lindquist, E. F. The Ninth Annual Iowa Every Pupil High School Testing Program, Bulletin of the State University of Iowa, New Series, 888. January 30, 1937, p. 4.
3. Adapted from a discussion by E.F.Lindquist, of the State University of Iowa in the Iowa Every-Pupil Testing Program of which he is director.

The identification and measurement of the differences which exist should not be left to observations of the teacher, essay, or locally prepared objective tests, or school grades. That measurement based on subjective judgment is often in error has long been known. The boy or girl who cheerfully does what the teacher requires, creates no disciplinary difficulty, or who flatters the teacher by his apparent interest, often receives higher marks than his understanding of the subject justifies. Other pupils who have unfortunate personal qualities, are not good "apple polishers," or fail to do assignments because they see no need for routine tasks may receive low grades in spite of a superior knowledge of the subject which may have been acquired in or outside the class. Human beings can hardly fail to err in this respect and many of our most capable teachers willingly admit this is the case. Teacher-prepared objective tests have improved the situation, but have not eradicated it. The construction of satisfactory objective tests is an arduous and time-consuming process which few teachers have the time or inclination to provide even if they have the required technical skill. If such tests are prepared locally there would not be available the type of norms adequate for interpretation.

The Construction of Tests

It is important that the tests be comparable in quality and form by being worked out under one central agency. This can best be realized in a regional or cooperative testing agency, especially when it is a professional organization not operated for the profit of an individual or interested group.

It is also important that norms on a series of tests be comparable by being secured on groups of children similar to the local children, that the tests on which the norms are based be given to the same groups of children, at, or very near, the same time. For example, it is much more meaningful to say that a boy ranks in the upper quarter in achievement in algebra and the lowest quarter in achievement in General Science of ten thousand pupils in his grade and in his state, tested under the same conditions at or about the same time, than to say he is in the upper quarter in achievement in algebra on a test which has been standardized under vaguely described conditions, at various times, and to say he ranked in the second quarter in achievement in general science on another test, for which the norms were equally vaguely defined. If reliable and comparable tests were used, a supervisory officer could say with equal certainty that a class or school ranks in the upper quarter in achievement in algebra or general science. He could not, on the basis of the achievement test, say why they ranked as they did. This, no doubt, accounted for the reluctance in the past of high school administrators to use extensively the available standard tests. They were not comparable among themselves, nor are they comparable in form and quality, and so the results were meaningful only in a vague way. With the coming of regional testing there can be little doubt that meaningful norms can be available for most subject matter fields, if one used the better regional testing programs which do have tests which are comparable in quality and form and which do have comparable norms. Incidentally, the better regional testing organizations are not commercial enterprises conducted for profit. The charges for the tests pay for their construction. Any small profits which may accrue are plowed back into further improvement of the program. The regional tests also are revised each year so that coaching for the tests by

the rote teaching of the items which have been used is a futile procedure. Such tests stress relationships between facts rather than to be able to answer "who," "what," "when," or "where," types of questions. They require an interpretation of a problem situation rather than the recognition of words. Before a principal draws conclusions from test results he should ask himself the following questions:¹

"1. What is the level of intelligence of the pupils in this class"

"2. What kind of instruction did these pupils have in the earlier grades? What was the level of their educational development before they began this course?

"3. How adequately is the teacher supplied with effective instructional materials?

"4. From what type of cultural and social environment do these students come?

"5. How much and what kind of supervisory assistance and leadership has this teacher secured from his principal and superintendent?

"6. How much of a teaching load does this teacher have? For what extra-curricular duties is he responsible?

"7. What is the general attitude toward work that pervades the whole school? What kinds of learning habits are developed and encouraged in other subjects?

"8. How good and how well correlated is the instruction in other classes which these pupils are not receiving? (It should be remembered that the English teacher is now the only one who influences the pupils' writing habits, that the history teacher is not the only one who is teaching history, etc.)

"9. What desirable traits and abilities may this teacher be developing in his pupils that are not measured by the tests? What is this teacher doing for his pupils in the way of character development, in the establishment of desirable attitudes, and in the development of appreciations?

"As a General Incentive Toward Improved Teaching

"When fairly and constructively used in the manner indicated in the preceding paragraphs, the results obtained from these tests should provide a genuine and effective stimulus toward more intelligently directed effort on the part of each teacher concerned. It is a stimulus, however, that probably will be most wholesome and effective if left to operate by itself, without direct and overt assistance from the superintendent or principal. If the performance of the pupils under a certain teacher is seriously below the norm, there is surely no need for the superintendent

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1. Quoted from Lindquist, E. F. The Cooperative Achievement Tests; A Handbook Describing Their Purpose, Content, and Interpretation. The Cooperative Test Service of the American Council on Education, 500 West 116th Street, New York City. pp. 11-12.

or principal to humiliate the teacher by openly drawing that fact to his attention or to the attention of others. Noteacher with any pride in his work can look with equanimity upon objective evidence of poor achievement by his students. He will be as anxious as anyone else to discover the reasons for the unsatisfactory performance, and will be more keenly aware than anyone else of the possibility that his own teaching - or his adaptation of instructional materials and procedures to the abilities of the individual students - is in need of improvement. To make an open issue of test results as a measure of the teacher is only to create a 'raise-the-score-in-any-way-possible' attitude and to make the teacher more concerned with 'teaching the subject matter' than with helping pupils learn. It will make high scores for their own sake the goal of the teacher, and will naturally lead him to look with suspicion upon the tests as instruments which may be used against him. The real goal of the teacher should always be that of helping his pupils to learn what is best for them in the light of their individual capacities, interests, and present educational development. If this goal is achieved, the test results will take care of themselves. Results of the kind secured from these tests can prove extremely valuable to the teacher in reaching this goal by helping him to discover quickly and reliably what are the capacities, aptitudes, and past achievement of his pupils. At all times the tests must be considered as means to an end, and not as ends in themselves."

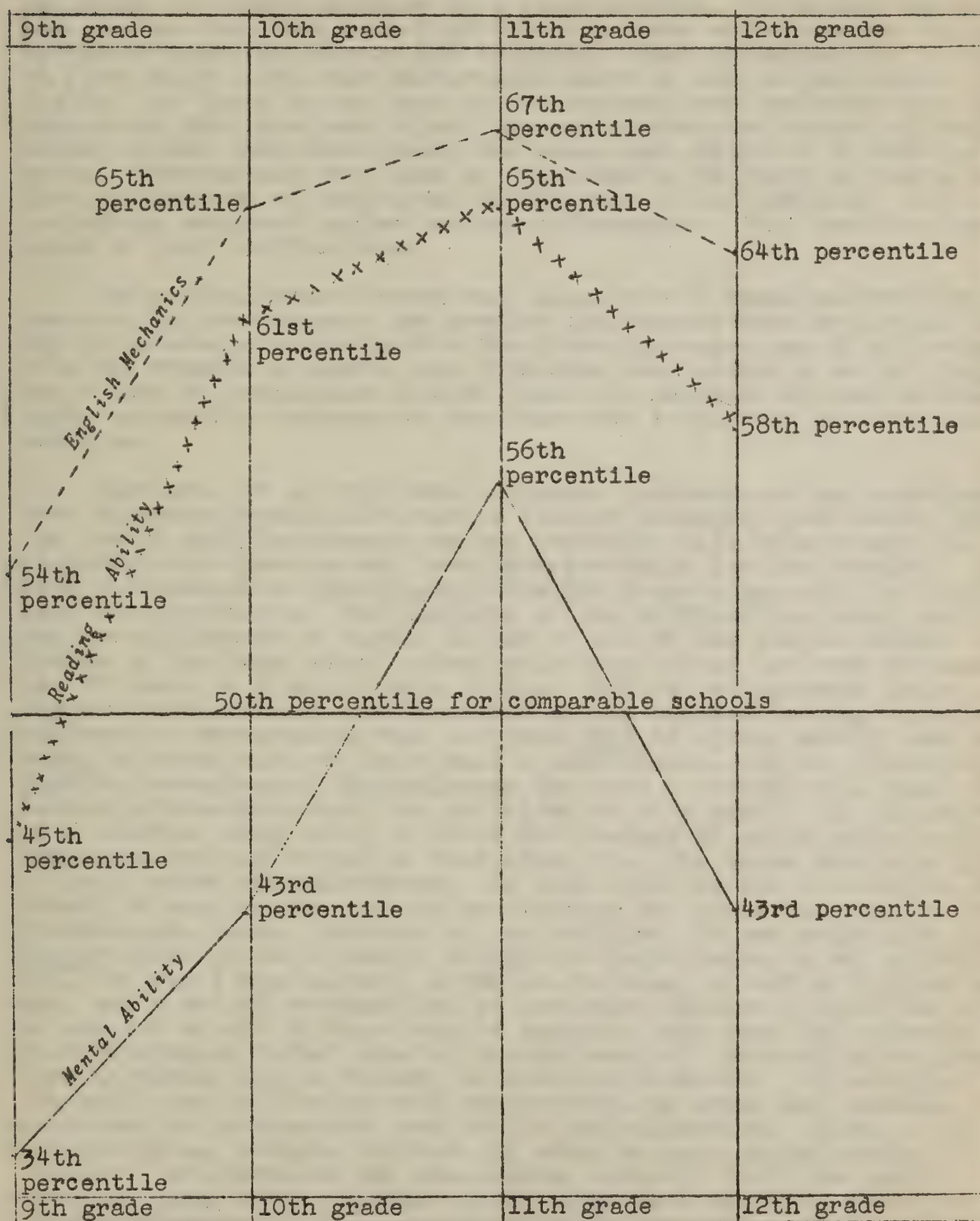
It would be difficult to evaluate quantitatively the effect of all of the factors which have been enumerated above. But anyone who will apply himself can evaluate achievement in relation to ability either in tabular or graphic form.

If one considered only the achievement in reading, that the pupils were below the median for comparable schools, he might well be concerned over the ninth grade score; when one sees that reading ability roughly parallels ability but is always above it, there is little concern about the group as a whole for they are better than their ability warrants. Careful inspection reveals that there are several who need remedial instruction.

When one considers the achievement in English mechanics without relation to ability, it is clear that the achievement is above the norm. But how much more meaningful the information becomes when it is considered in the light of ability. Again achievement roughly parallels ability but is significantly above it. The principal whose school has such achievement should not be complacent. Perhaps too much time has been spent on mechanical correctness in written composition and too little on developing an appreciation of better literature. Be that as it may, he can say with assurance that the achievement in English mechanics is superior in this particular school when considered in the light of the ability of the pupils.

The results might be presented in tabular form or both tabular and graphic presentation might be employed. In a publication which will be in your hands in a few days, if you do not already have it, such representation is employed.

ACHIEVEMENT IN ENGLISH MECHANICS AND SILENT READING IN RELATION TO MENTAL ABILITY



———— Mental Ability
 - - - - English Mechanics
 x x x x x Reading Ability



The Use of Tests in Remedial* Instruction

During the past decade considerable attention has been given to the individualization of instruction to care for the differences in abilities of pupils enrolled in a class section. Reference has been made to the fact that some high school seniors score lower in English mechanics than the average for freshmen. Many illustrations in printed form attest that such differences exist in all subject matter fields. At times in the past it was assumed that the offering of the school was the important objective, and so teachers taught subject matter rather than considering the needs and abilities of boys and girls. Fortunately that idea is disappearing in favor of taking care in the classroom of individual differences in pupil ability, both native and acquired subject matter differences. This implies diagnosis of pupil difficulties.

The medical practitioner made diagnosis of human ailments by inspection before adequate and precise instruments were available. To day in an adequate examination the physician makes use of all scientific instruments available and furnishes the patient a better diagnosis than he could make without them. In medicine the use of adequate scientific instruments has done much to further preventative medicine.

Similarly it is true that competent teachers can and sometimes have diagnosed pupil difficulties without adequate instruments, yet the use of such instruments as are available will help to make the diagnosis more precise and less time consuming for the teacher. The best instruments at present available for diagnosing pupil deficiencies are good tests. The analysis of the difficulties which underly the accomplishment of pupils in any or all of the subject matter fields of the high school undoubtedly constitutes the most advanced use of tests as a supervisory device. General achievement tests (survey tests such as are furnished by the regional testing agencies referred to previously) will not show what is wrong, merely that something is wrong with an individual's achievement, say in algebra or English correctness. By analysing the test a teacher will gain additional information about the deficiencies of a pupil. If the score of a twelfth grade pupil is below the average of ninth grade pupils something can and should be done about it. The tests available give a single score of achievement. If this score is low it would be necessary to analyze the test to see whether the pupil was weak in capitalization, usage, punctuation, or spelling. Or one could give diagnostic tests of the elements of English correctness; a test on how well the pupil capitalizes, a test on spelling, a test of English usage, and a test of punctuation; to determine whether a pupil was weak in any one or all of the elements tested. Only when the weakness has been determined rather exactly should remedial instruction be given. Then it should aim to remedy the specific weakness. For example, if the pupil has difficulty with punctuation, he would get remedial exercises in punctuation, and not in capitalization. There is no use in trying "shotgun" methods of using so many miscellaneous "pellets" or exercises and then hoping one will "hit" the pupil where he needs help. Another pupil might need remedial exercises in all the elements.

* Remedial is not a word to which any stigma is attached. To designate a youth as a remedial case simply means he has failed to have certain experiences which enable him to appreciate more mature experiences.

During the past decade considerable attention has been given to the use of tests in remedial instruction. It is not surprising that the use of tests has become a common feature of remedial instruction. The use of tests has been found to be a valuable method of determining the needs and abilities of pupils and of measuring their progress. The use of tests has also been found to be a valuable method of determining the effectiveness of remedial instruction. The use of tests has been found to be a valuable method of determining the needs and abilities of pupils and of measuring their progress. The use of tests has also been found to be a valuable method of determining the effectiveness of remedial instruction.

The medical practitioner made diagnosis of human ailments by inspection before adequate and precise instruments were available. Today in an adequate examination the physician makes use of all sorts of instruments available and furnishes the patient a better diagnosis than he could make without them. In medicine the use of scientific instruments has done much to further preventive medicine.

Similarly it is true that competent teachers can and sometimes have diagnosed pupil difficulties without adequate instruments. Yet the use of such instruments as are available will help toward the diagnosis of pupil difficulties and toward the selection of the best instruments available for diagnosing pupil difficulties. The use of tests is one of the most advanced fields of the high school and college. The use of tests as a systematic device is a relatively new development. (Survey tests such as are furnished by the regional testing agencies referred to previously) will not give a true picture of a pupil's thing is wrong with an individual's achievement, say in algebra or English correctness. By analyzing the test a teacher will gain additional information about the difficulties of a pupil. If the score of a twelfth grade pupil is below the average of ninth grade pupils something can and should be done about it. The tests available give a picture of achievement. If this score is low it would be necessary to analyze the test to see whether the pupil was weak in calculation, or spelling, or something. One could give him a test of the same kind as the one he failed. The pupil capitalizes; a test on spelling; a test on English usage; and a test on punctuation; to determine whether a pupil was weak in any one or all of the elements tested. Only when the weakness has been determined rather exactly should remedial instruction be given. Then the aim is to remedy the specific weakness. For example, if the pupil has difficulty with punctuation, he would get remedial exercises in punctuation, and not in calculation. There is no use in giving "another" method of using so many miscellaneous "tests" or exercises and then hoping one will "hit" the pupil. The aim is to remedy the specific weakness.

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It is quite generally agreed that an interview is likely to be very helpful in eradicating difficulties. Smith¹ has given an illustration which developed during an interview in which a pupil capitalized lawyer and pirate giving as a reason that groups of people such as Methodists and Jews were always capitalized. No amount of practice with exercises in capitalization would remove the difficulty so long as the pupil held wrong information about capitalization. While it is true that remedial work should be fitted to the individual pupil, this does not necessarily imply that all remedial instruction must proceed on an individual basis. Groups of pupils who have similar disabilities or difficulties may be grouped together for remedial instruction. Pupils in small groups with different difficulties may be taught by one teacher who works with each individual for a time while the others are at work on the materials which are suited to their needs. The remedial work must proceed on a tentative basis using materials which have formerly proved effective for first teaching or remedial work. The tentatively chosen remedial material must be changed when it is no longer needed or is not effective. Regular testing is necessary to determine whether or not the remedial work is effective. When pupils show they have conquered their difficulties they should be excused from further remedial work. Pupils who make no gains during remedial teaching will need further diagnosis, which may require elaborate individual examinations beyond the facilities of the local school. A great deal more has been done with remedial instruction in the elementary school than in the high school. Much of this could readily be applied at the high school level. Remedial reading has been explored much more carefully at the high school level than any other subject. Commercially prepared materials are now available for reading, and materials aimed to furnish remedial instruction in other fields at the high school level are beginning to appear.

Reading ability is the most important skill which a high school pupil can possess, for it is basic to most of the subjects in the high school, and is required to some extent in all of them. Many pupils reach the high school well equipped to read the materials to which they will be subjected. Others, however, do not learn how to read rapidly and easily with understanding before the high school period. In fact, some of them persist and enter college with deficiencies in reading, although it is probable that many of the deficient readers fall out of school or quit because school is very distasteful to them. It is quite certain that pupils who score below 7.0 grade in reading will encounter serious difficulties in their high school work. In a study of fourteen four-year high schools enrolling 5,705 freshmen, it was found that 22 per cent were below the seventh grade standard in reading, some of them having scores no higher than those customarily earned by second or third grade pupils.² The average for all the pupils tested was eleventh grade. It seems fair to say that over one-fifth of these pupils were so deficient that they could in no way be considered educationally equal to the better pupils in the class. These pupils were in serious need of remedial instruction. While there is no assurance that similar percentages would be found in any high school, it is certain that retarded readers will be found in every grade in every high school. Some of the better reading tests

1. Smith, Dora V. "Diagnosis of Difficulties in English," Thirty-Fourth Yearbook N.S.S.E. Public School Publishing Company, 1935. p. 253.

2. Gray, W. S. Thirty-Sixth Yearbook, N.S.S.E. p. 121.

very helpful in eradicating difficulties. Smith has given an illustration which developed during an interview in which a pupil capitalizes lawyer and pirate giving as a reason that groups of people as capitalists and Jews were always capitalized. No amount of explanation with exhortation in capitalization would remove the difficulty as long as the pupil held wrong information about capitalization. While it is true that remedial work should be fitted to the individual pupil, this does not necessarily imply that all remedial instruction must proceed on an individual basis. Groups of pupils who have similar disabilities or difficulties may be grouped together for remedial instruction. Pupils in small groups with different difficulties may be grouped by one teacher who works with each individual for a time while the others are at work on the materials which are suited to their needs. The remedial work must proceed on a tentative basis using materials which have formerly proved effective for these needs. The tentatively chosen remedial material must be changed when it is no longer needed or is not effective. Planning is necessary to determine whether or not the remedial work is effective. When pupils show they have conquered their difficulties they should be excused from further remedial work. Pupils who make gains during remedial teaching will need further diagnosis, which may require elaborate individual examinations beyond the facilities of the local school. A great deal more has been done with remedial instruction in the elementary school than in the high school. Much reading has been explored much more carefully at the high school level than any other subject. Commercially prepared materials and new materials for reading, and materials aimed at further remedial instruction in other fields at the high school level are beginning to appear.

Reading ability is the most important skill which a high school pupil can possess, for it is basic to most of the subjects in the high school, and is required to some extent in all of them. Many pupils reach the high school well equipped, but the majority do not which they will be subjected. Others, however, do not learn how to read rapidly and easily with understanding before the high school year. In fact, some of them persist and enter college with deficiencies in reading, although it is probable that many of the deficiencies are in reading, although it is probable that many of the deficiencies are in reading. It is quite certain that pupils who score below 75 grade in reading will encounter serious difficulties in their high school work. In a study of 1,000 pupils from high schools in the United States, it was found that 32 per cent were below the seventh grade standard in reading, some of them having scores no higher than those customarily earned by second or third grade pupils. The average for all the pupils tested was 75 per cent. It was found in this study that the majority of the pupils were in the high school in the first year of high school, it is certain that remedial work will be found in every grade in every high school. Some of the better reading materials are:

- 1. Diagnosis of Difficulties in English, Thirby
- 2. Reading Materials for High Schools, H. L. Gage
- 3. Reading Materials for High Schools, H. L. Gage

such as the Iowa Silent Reading Test¹ are detailed enough to tell whether deficient readers need remedial work on all the elements or whether the deficiency may be vocabulary difficulty, inability to locate information, inadequate comprehension in social science, literature or other fields, or some other deficiency. Proper remedial measures can then be undertaken. Several studies have been completed which show that retarded readers can be helped materially and that they are better students as a result of their training.² Any good book on teaching reading, or the Thirty-Sixth Yearbook of the N.S.S.E on reading furnish a list of skills needed in work-type reading, and give suggested exercises which have been used successfully in remedial programs. Probably nothing more fruitful could be done for a high school than to survey the reading status of the pupils and to inaugurate remedial instruction for those pupils who need it. As a tentative suggestion one could begin remedial instruction in reading for all pupils below 7.0 grade ability in reading. One could be quite certain that considerable improvement would result.

In conclusion let me say:

1. Achievement testing is an objective and fruitful starting point for a supervisory program.

2. It is indispensable in a remedial program, and mental testing about which I have not spoken is a corollary to achievement testing, helps explain the results, and, if grouping is to be used, is the best single measure for ability grouping.

SUGGESTIVE PROCEDURES FOR SUPERVISORS, INCLUDING
PROPOSALS OF THE COMMITTEE ON SUPERVISION,
ILLINOIS HIGH SCHOOL PRINCIPALS' ASSOCIATION

by

C. A. DeYoung

I hope that I am not like the professor who was told that in diving, he went down deeper and came up drier than anyone else I know. I am not going down too deep this afternoon; I am not going to stay under very long. In fact we are about fifteen or twenty minutes behind schedule. So I will talk about the proposal of the Committee on Supervision. It so happens that the first current creed I had made a progressive of in education was the village blacksmith. We are revising the process. I set out to teach this child. How do you do that? We went to the blacksmith shop and saw the blacksmith. What was he doing? He eventually learned by doing. He started tapping

1. Greene, H. A., Jorgenson, H. M., and Kelley, V. H. Iowa Silent Reading Tests, Advanced Examination. World Book Company.
2. Jacobson, P. B. Two Experiments with Work-Type Reading Exercises in Ninth Grade. University of Iowa Studies in Education, Vol. 8 No. 5, 1933.

McAllister, J. M. "The Effectiveness of Remedial Instruction in Reading in the Junior High School," School Review 39(1931)-97-111.

Traxler, A. E. "Group Corrective Reading in the Seventh Grade - An Experiment," School Review 44 (1933), pp. 519-530.

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Spencer, A. J.

away. Finally he gave it a good hard tap. He learned that by letting children see what is done, they would learn to do likewise.

We are interested in it from the standpoint of the committee. Commonly our supervision has set up three rather definite goals. One is to broaden supervision. Then, also, we seek to deepen supervision. We all know that there is a marked trend toward an emphasis on psychology and the principle underlying it. Is not that an objection for too elaborate supervision? In the mind of the teacher, supervision should be as elaborate as the teachers want it. Perhaps that is the business trouble we have had from the school ancestor. When I went to look to him, he was looking down; when I left him, he was looking up. We are trying to emphasize this expansion of supervision, elaborating it to where the teacher really likes it and wants it. Briefly, our committee has set up a three fold edict on the problem of committees. We send many of these bulletins to issued periodicals. The first one was presented at a high school conference. If you haven't seen it please write in and we will send you a copy of Levels of Supervision where I describe the three levels. The second bulletin is Form of the Plan as a Supervisor in the Professional Improvement of the Instructional Step written by Mr. Sanson. Other bulletins will appear from time to time. That is the first step in our program.

The second is the establishment of study groups throughout the state. A meeting was held last night and some of the representatives were there. We should like to get started on this program this fall. Some groups have already begun work. Also, it is planned to have a small study outline to accompany each of these bulletins. They need not be studied in the order issued. Perhaps you would like to start with curriculum and teaching, or some other approach.

Finally, we hope to start some experiments through the state where administrators and teachers will try certain specific supervisory techniques. For example, at the meeting of the Illinois Association, our supervisors of instruction elements advanced a few of them. Some techniques were explained. One of the schools was using a diagnosis authorized for teachers. Another school reported on supervision. Usually supervision is being done only when teachers ask for it. So we are very anxious to set up these experiments throughout the state. Take just the step of that study group. We hope it will be a working organization by fall. We are trying to produce most of the supervision because the more light we throw upon our educational problems, the greater the effect is.

* * *

MR. O. F. WEBER (Chairman): Have you any questions on these discussions you would like to take up at this point from the floor? If not, I should like to have the privilege of introducing Mr. Don Grossman who will discuss this question: (1) What is the relationship between the curricular pattern followed by high school pupils and the success of these pupils in college?

MR. D. A. GROSSMAN: Most educations are concerned with two problems: what shall we teach, and how shall we teach it? Most of what was said before dealt with the second of these two points. If you know the early history of secondary education in this country, you know it was concerned almost entirely with the preparation of

students for college. The program was entirely of the practice type. No one at that time had any particular purpose other than to prepare students for college. Lately, high schools have started doing something for students who cannot go to college. It is the thing which made the eligible plan of education in high school come into being. There was completed a plan whereby there was given the practice type of education, and at the same time students were prepared for college.

Since that has come into being, there has been a great deal of thought and speculation as to which of our subjects constitute the best preparation for a college course. A great deal has been said about the colleges fixing a particular future high school course. I believe that in the next twenty-five years or so it will be very clearly indicated that the pressure that is appealing from below is becoming greater than the pressure that is coming from above. The practice type of education coming from the secondary school and its constituents has more items today than the fixed part which has been retained. Early statements have been made on the question of effectiveness of preparation for college. They seem to indicate that there are certain definite subjects and combinations of subjects which have different effects. But there have always been some who are criticizing the validity of this statement.

For a long time we had no way of analyzing this part of the problem. Colleges have been very much interested in working out a plan of selecting students who are to do well in college; particularly because colleges are in some respects hard pressed by states which are becoming more particular because there has been a great deal of concern about the students who will not cooperate and have therefore been dismissed and denied further registration. Serious efforts have been made to fix tests that would determine the factors necessary to successful work in college. The chance high school average is more often given to his rank in grade. All of this comes around to the question as to whether or not it is a question of excellence as indicated by chance, quality of work of the students in high school or the marks which represent his individual high school progress. From that we have this kind of statement: that here we study not high ability and excellence in one activity, for should lack of ability in one activity mean lack of ability in other activities?

Does this mean that secondary school ancestors can teach a pupil anything so that if he has graduated, he will do well in college? I don't think we can go that way. We are without any subject that a student could go through his high school years and study, like commercial subjects, and be prepared to accept work in a higher institution. In fact, there are many reasons to believe that that would be unreliable; after all, if you want a child to be a good violinist you shouldn't start out teaching him to play something else. The point is that the course in high school must bear a very close relation to the habits of study and the schedule required for his consideration in the course in college.

The so-called college preparatory subjects, I believe, have accomplished this in a reasonably satisfactory manner. There is still a good margin for improvements on all of the subjects that are now taught in the high school program, the one that seems to offer the best chance of success in college being English. This is not a surprise, for it constitutes the best of instruction for college level. If you don't know how to handle your own language effectively, if you

can't repeat knowledge and express yourself, you are handicapped no matter what you do. There are arguments for mechanics in that it has different value as a mind builder. Students have required mental discipline which cannot be overworked. Foreign languages have great value in preparation, particularly for students whose college courses will require foreign language.

It is ultimately agreed that the habit of study can best be acquired if started at an early age. The longer you put it off the more difficult it becomes. The mastery procedure is not being taught in high school on the same standard that it is in college. The person who made this study was a science teacher himself. I have heard professors of chemistry say they would prefer a high school student who had not had any chemistry instruction in high school. I think that is because high school courses in chemistry are not sufficiently intensified so that the college teacher can place much realization on the material the student remembers by the time he reaches the higher institution.

As you know, students have to stick to a particular set pattern of high school subjects in order to meet college entrance requirements. As most of you know, in 1935, the universities adopted a plan of admitting students on major and minor credits, leaving the high school plan so that it will have something to offer to the original percentage of high school students who will not go on to college and at the same time will not ignore the needs of the more promising members in the high school institutions.

MR. WEBER: I wonder if there may not be some here who will be interested in commenting on the way in which these new entrance requirements that are in effect at the University of Illinois and other institutions of this area, are moving out in the local high schools?

QUESTION: I would be interested in knowing how many high schools have their graduating requirements in agreement with college requirements?

ANSWER: They still require two units of foreign language before he can receive a diploma. Many communities believe such requirements to be unfair to any student who will not continue his education.

MR. WEBER: Are there any suggestions, questions, or aspects of the discussion that you wish to take up?

QUESTION: I wonder, Mr. Weber, if our present setup of major and minor will remain?

MR. WEBER: All requirements are in terms of units. I am not the seventh son of a seventh son, but I will venture to say I am now convinced that the time is coming when the entrance requirements of the Universities will not be so stringent. Insofar as there is any experiment, the universities have been forced to perceive through the discussion of our college preparatory requirements that sometimes those who would not be allowed to enter because they are not well prepared, will, after several years, work up. They cannot tell in the freshman year which should have been barred from admittance.

I have been happy to be here this afternoon because I, too, know the more I remember about the problems of the schools, the less I

know. Twenty years ago I knew a good deal more about them than I do now. I would like to pass next to Professor Smith.

PROF. B. OTHANEL SMITH: With respect to what Don Grossman said, it is always delightful to find scientific evidence to support the belief that the brighter child, after having studied Latin, is still bright. I am glad to hear again that the courage of the American is here. It seems the larger share of a student's time in preparatory work is devoted to English, which is a very encouraging thing.

MR. WEBER: I have asked Mr. A. E. Smith to discuss this issue briefly: Do most teachers evaluate the extent to which the aims of instructors are realized? What administrative and supervisory steps will enhance this process?

MR. SMITH: I would like to make one comment about the first question. The larger per cent of our pupils go to the teachers' college as it is near our town, and only a few go to the University of Illinois. Two years ago the college gave prescribed lists of subjects and said if you presented sixteen credits and if you followed a duplicate form you would be eligible for entrance there. There has been a renewed interest in our music work. The thing that contributes to all of our activity is, as near as we can tell, some credits that we believe our students will do just excellent without having followed any particular definite pattern and without having studied certain subjects in high school.

It seems to me that we have comment on the second question. Again I would refer to my own teaching experience. I find a lot of times teachers do not evaluate their own work but yet I believe every teacher who is interested tries to find some check up on her work. Maybe that is a sort of interest, but I believe I have found in my teaching practice how to safeguard their work. We don't know the setup, the means whereby they set up their own manners, just a choice, which will help them. I believe now there are very few teachers that do not want to make some advance in their own work. I believe they are more concerned about that than they were when they were in school.

MR. WEBER: What administrative and supervisory steps will enhance this process? I am going to call on Professor Smith to give a brief statement concerning the type of service that is at your disposal in these with this new clerical laboratory.

PROF. SMITH: It gives me an opportunity to take a slap at Professor Browne. Likely he took the remarks as being somewhat freely to the point considering the source from which it came. That confusion is not limited to that faced by education. The literature is quite confusing and here we might include some of the things we have written ourselves. I disagree heartily with the emphasis given in Mr. Jacobson's paper. I am in hearty agreement with some people. I should like, if Mr. Jackson has time, to include here his remarks on the phase of school work.

We have there what I tell you frankly we don't have a great deal of - good textbooks which have been published in the last year or so, high school elementary books; we have also a number of courses of study representing the new department, and the classroom instruction over the country. I invite you to come in any time that you desire to make use of them during the study. We shall be in 203 University

know. Twenty years ago I knew a good deal more about them than I do now. I would like to pass next to Professor Smith.

PROF. B. OTTAWNE SMITH: With respect to what Don Grossman said, it is always delightful to find scientific evidence to support the belief that the brighter child, after having studied Latin, is still brighter. I am glad to hear that you are doing this. It seems the larger space of a student's time in preparation for the world is devoted to English, which is a very encouraging thing.

MR. WHEEN: I have asked Mr. A. E. Smith to discuss this later. The most serious evidence the extent to which the state of instruction is realistic. What administrative and supervisory steps will enhance this process?

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We have there what I tell you frankly we don't have a great deal of - good textbooks which have been published in the last year or so. High school elementary books; we have also a number of courses of study representing the new department, and the classroom instruction over the country. I think you to come at any time that you desire to make use of them during the study. We shall be in 200 University

High School Building and it is open from 10:00 a.m. to 12:00 daily, and from 2:00 to 4:00 on Monday and Thursday.

MR. WEBER: Is there something more; you have been so extremely patient; I would not want to tire you. Are there any suggestions or questions from the floor? If it is at all possible, we shall try to have some subjects for the motive of the progress here. If there is nothing further, we shall adjourn.

* * *

Auditorium
July 13, 1938
2:00 p.m.

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CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 5

BIOLOGICAL SCIENCE GROUP

- SUBJECTS: A. The Objectives of Recent Developments in Biology Instruction.
B. Evaluation of the Outcomes of Instruction in Biology.

WHAT SHOULD BE THE RELATION OF NATURE STUDY TO BIOLOGY?

by

Mary A. Bennett

This is rather a large order because you know a lot about both. However, I will discuss it as well as I may with that knowledge. The present tendency is to substitute the term "elementary science" for "nature study." This practice was adopted by the committee reporting in the 31st yearbook of the N.E.A. So far as recent city and state courses of study have been examined, the same practice has been evident. In this discussion, therefore, I shall use the two terms "elementary science" and "nature study" as synonymous, as I take it that the committee had "nature study" in this broad sense in mind as this program was planned.

What is the relation of elementary science to secondary biology? Some have held that the chief function of the former has been to furnish an isolated experience in the field of so-called science, catering to needs and interests of a more or less transitory type.

From another viewpoint, the function of elementary science has been considered as laying a foundation for secondary science. Evaluation of it has rested upon contributions which were shown to have been made to high school biology.

Neither position seems tenable in the light of modern psychology. If, as this psychology teaches, life is development; if, as Burton¹ says, education is the "process of socializing and humanizing the individual"; if, to quote Nuttall², "learning is a growth outcome of experience"; or, using Preston's³ words, "the development of the person taught"; the inclusion of elementary science in the curriculum can be justified only on the ground that it will function in the development of a fuller measure of growth in the individual. It is not preparation for secondary school science, nor, on the other hand, is it an isolated experience. Rather it is a part of one of those ever widening "creative cycles" to which Crow⁴ refers in his "Creative Education." Also if this be true, secondary school science, including biology, can be justified on no other ground than that it continues the same creative cycle of experience in the life of the child.

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1. W. H. Burton, Introduction to Education.
 2. L. J. Nuttall, Teaching Purposes and Their Achievement.
 3. C. E. Preston, The High School Science Teacher and His Work.
 4. C. S. Crow, Creative Education.

This being the case, we are compelled to look upon elementary and secondary school science, not as isolated subjects in a curriculum, but as a part of a unified, integral approach to the task of aiding the child's development. Our discussion may be based upon two assumptions:

1. That nature study and secondary biology are both integral parts of the science program of the school.
2. That the function of science in the curriculum is the same, whatever the grade level may be.

If this function is the development of the child - in other words, living - it should at each grade level be that which will best assist in achieving there, a new and better level of understandings, attitudes, tastes, skill, enthusiasms, etc. "What is taught," Tidyman¹ says, "is fundamentally a matter of social need; when it is taught, is fundamentally a matter of child need."

In the 31st Yearbook, these assumptions are the basis for science curriculum planning. State courses recently in Florida, Missouri, and Texas, and many city courses, are illustrations of the outcome of such thinking. In an examination of available courses of the last few years, no exceptions have been found to this practice, at least so far as a statement of guiding principles is concerned.

In the last three weeks, I have been interested in incidental interviews with members of our elementary school staff and with those teaching elementary courses. Fifteen or more years ago, I was associated with most of these people for a short time, as I supervised the nature study in the second, third, and fourth grades for several years. At that time, our elementary science was one in which the chief principle in selecting subject matter seemed to be that of choosing supposedly interesting topics not appropriated by other grades. In other words, there was little or no emphasis on objectives or outcomes. The emphasis, naturally, was upon facts.

At that time I made a suggestion that a cumulative type of procedure be used with bird groups and tree study, and that these be studied over a period of years so as to secure a more comprehensive knowledge of their habits. Even this plan seemed too radical a departure to some teachers concerned, one objection being that it would result in a loss of interest because of the danger of repetition of materials. Recent interviews with these same teachers showed a rather striking change in attitude. I asked what they considered the function of nature study to be at the grade levels in which they were interested. Almost invariably I was first reminded that the term "elementary science" should be substituted for "nature study." Further statements reflected the change in psychological outlook. I was told that the function of aiding in development is the main one, that science properly viewed, is life, not preparation for it, that children at all levels can think scientifically, and that elementary science is not looked upon as preparation for high school courses but as an integral, growing part of science as a whole.

Two points especially emphasized were that children at all levels can think scientifically, and that teachers must plan in

1. W. F. Tidyman, Directing Learning Through Class Management.

his doing the same, we are compelled to look upon education as a continuing process, not as a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

1. These natural study and secondary study are both important parts of the science program of the child.
2. That the function of science in the curriculum is the same, however the grade level may be.

It is this function as the development of the child - in other words, the child's growth - that is the basis of the science program. The child's growth is a continuous process, not a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

In the first Yearbook, these assumptions are the basis for the science program. The child's growth is a continuous process, not a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

In the last three years, I have been interested in the science program. I have been interested in the science program of the child, not the education of the adult. The child's growth is a continuous process, not a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

At that time I made a hypothesis that a science program should be based with both the child and the adult. The child's growth is a continuous process, not a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

It is this function as the development of the child - in other words, the child's growth - that is the basis of the science program. The child's growth is a continuous process, not a finished product. We are also compelled to look upon education as a part of a whole, not as a part of a whole. The education we are talking about is the education of the child, not the education of the adult.

terms of generalizations - desired outcomes, as it were - in curriculum making.

There are at least three premises to guide us, as secondary teachers, in our thinking as to the relation of nature study to secondary school biology:

1. Education is living; it is growth.
2. The distinction in science (biological or otherwise) at any level is relative only.
3. Children at any school level can think scientifically.

How shall secondary school biology teachers handle the part of the educative process which falls to them? For one thing, they must take account of the contribution of nature study to that process. The curriculum maker and the teacher must become aware of the areas involved, the preceding development of them, the attitudes, skills, and understandings, already developed, and must be prepared to widen and deepen these areas, and to open up new and desirable ones.

In this connection, even though nature study does not have as its function preparation for high school biology, it is very evident that a valuable groundwork for continued development must exist.

We plan to use our first week or two in high school biology this fall in what may be called an exploratory approach. The previous experiences of our boys and girls vary. Some have come from the college elementary school, some from near-by village or rural schools. Some have had no elementary science as such, some an extended experience in this line; many have belonged to 4-H clubs, many have been in Scout groups with directed nature studies.

We shall probably begin by reviewing the past summer's activities. Almost everyone is interested in being given an audience for reports of travels; visits to parks, zoos, museums, fairs; and 4-H club activities in which he has shared.

This will doubtless lead us to make trips into our immediate environment, particularly our campus, and to collect specimens for our displays. The instructor will note what familiarity with trees, shrubs, and birds is evinced, a simple scheme for checking being used. Probably certain boys and girls will volunteer to conduct such "tours." Incidentally, this will be a particularly good opportunity for some determination, not only of factual background, but of interests, attitudes, understandings, and appreciations.

A third procedure planned is a round table on gardens, and pets experiences with them, care, visits, and exhibits. Here, too, may be reviewed participation in 4-H clubs, and scout nature activities. It should be possible to make inventories of source materials, periodicals, and books in the various homes, and available specimens. Other activities may be suggested as we proceed, but this brief statement of procedure will indicate the general plan.

An objective to keep in mind throughout this exploratory period during the choice of material is that of gaining an understanding of the factual background of each individual. A more important aim is that of crystallizing partially developed interests, of understanding attitudes, of creating a common bond of respect and sympathy for one

another's undertakings in the group, and of stimulating a desire for further undertakings and investigations of a biological nature.

A second way in which the elementary science background may be utilized is through a continued development of wholesome attitudes. Secondary science teachers recognize the unique opportunity of elementary science in this case. The earlier the training, the more effective it is. Probably an inventory of fear attitudes is a simple means of arriving at the status of each individual's development in this line. If it is discovered that needless dread of walking sticks, garter snakes, and warts from toads still exist, secondary school biology, through its new contributions, its developments of new skills, may do much to overcome these. Other examples of this nature are attitudes resulting from erroneous ideas such as that regarding the "hair snake," and those from too credulous reliance upon nostrum advertising and the like.

A warning is pertinent in relation to the procedures just suggested. Because of failure to recall names and similar facts, teachers may conclude that elementary science resulting in such ignorance is of no value. On a certain field trip to observe types of buds and branchings, we approached a clump of sycamores. Not one member of the group recalled the name of the trees, yet many of the class had on trips in an elementary science class visited these trees numerous times. Had these trips been fruitless? Hardly! Before a further question could be asked, several were showing us the concealed auxiliary buds, one had correctly answered a question as to whether the scaling bark was due to disease, and another had remarked, "The fruits of these trees are little balls." Did they know this tree?

Again I held up a Polyphemus moth the first of the season. No one could name it, yet a gleam on many faces showed a recognition of an old friend. Those with the nature study background were immediately interested and ready for further investigation. Most of the others showed little curiosity until considerable discussion and observation had ensued. It is a real problem to stimulate interest.

Recall how differently you respond to a friend's attempt to tell you of a trip to a region where you have never been than to the same friend's attempt to tell you of a place you know of. Our boys and girls who have had elementary science are those "who have been there." They can enter into the further adventures and accounts of adventures in secondary biology with a gusto that obviates the long development of interest and appreciation necessary when there has been no elementary science approach.

Science is an increasingly widening experience in living. High school biology teachers cannot afford to ignore skills, attitudes, enthusiasms, appreciations, and understandings already existing as an outgrowth of nature study. If these are isolated contributions, high school biology may weld them into the fabric of new and helpful concepts; if they are already developing into useful concepts, it should continue this development to a fuller degree.

WHAT ARE THE RELATIVE MERITS OF INDIVIDUAL, GROUP,
AND CLASS PROJECTS AS METHODS OF TEACHING BIOLOGY?

by

A. E. Cockrum

In announcing this topic, I realize that my thoughts are dangerously close. I hope that my treatment may bring some enlightenment along with it. This particular topic is being studied by the biology curriculum committee, and, having done a little work with that committee, I was given this elaborate title, "What are the Relative Merits of Individual, Group, and Class Projects as Methods of Teaching Biology?" I say that they have to qualify this further by saying that merits have to be defined in terms of individual effort and production if the aims they set out for biology are to be reached.

I shall then review some of the definitions that have been offered by writers with whom we are familiar. It is good for us to review this authority and in turn to gather something that we can use in our classrooms. Perhaps one of the first definitions of the first meeting attached to the project is one of these quotations from W. W. Charters, "A project is a problem that we can carry to completion in a natural setting." The first words have always been accepted, but "natural setting" has caused a lot of debate. People are telling us that a classroom is not a natural setting for a boy or girl, but most of us realize that a classroom is not an unnatural setting.

In agreement with that definition, C. A. McMurray asks only that the last two words be omitted. The natural setting is problematical and the definition can be completed only when we can be sure what the term "natural setting" is. One says, "it is not an act within itself but a method of arrangement of materials in the classroom. It is a division of materials." We want to be sure of our terminology, but in the end, we are, in many cases, working toward a common purpose, a common goal, and any digression in the way of words is not extremely serious.

One of the problems in the study of the biology curriculum is: "What is to be done to realize our aims?" In our school we have a long list of projects that can be carried out. Anyone can find more things than can be carried out in a year, so it is a matter of selection. For our own purpose, I do not believe it would be worth my while to submit such a list. Terpenning has made out such a list, and if you wish you have only to choose one project and carry it out in a satisfactory manner.

Of course, I like to think of my class project of a feeding experiment for a whole year. We carried it out by having a large cage that was made of heavy wire constructed in the school laboratory into which almost any sort of animal that could be brought through the doors was put and kept for a reasonable time. The average animal brought into the laboratory was brought there to stimulate interest in their feeding. A pair of rabbits will create a lot of enthusiasm, and the pupils will spend a reasonable time watching them feed. In the animal cage that we use in our class projects, we have groups or individuals to care for them. A boy or girl brings in a rabbit to school and feeds it, takes care of it, and that person is

responsible for taking care of it through the week, and at the end of the week takes it home. Some of the larger schools have heat in their laboratories over the weekend and I think the pets deserve that much consideration. The next Monday we try to have something else in the cage. If we have the type that can be kept through the week end, that process can be carried on throughout the year, and can do more than anything else to stimulate interest in biology.

An aquarium is conducted as an experiment by students. To my mind that is one of the best projects of all. The laboratory should contain a tank of twenty gallons or more. Our own tank is fifty-five gallons, and is designed for that special purpose by one of the supply houses. A small tank is more often available, and has a decided value, but if a big piece of apparatus is to be kept, I think there is nothing better than the big aquarium holding at least twenty gallons. A high school visitor once asked me this question, "If you were confined to one table apparatus, what would you have?" It would be the aquarium, for in it you can teach all the cycles of nature, all the big biology principles, both plant and animal.

EVALUATION OF THE OUTCOMES OF INSTRUCTION IN BIOLOGY

by

W. S. Monroe

First, I want to call your attention to the title, "Evaluation of the Outcomes of Instruction in Biology." The word evaluation is used intentionally instead of the more common word, "measure." We are apparently doing what we have done very often - introducing a new term when the old term has come to convey a meaning that is not quite the meaning that we wish. The term "measurement" means, almost universally, measurement by means of paper and pencil tests, usually of the objective type. The word "evaluation" is being introduced to convey a somewhat broader idea; namely, measurement by any means that is helpful. The phrase "outcomes of instruction" on the title directs attention to what is to be evaluated or measured.

What are the outcomes of instruction in the field of biology? That is, what are the kinds of ability that you wish to engender in your students? This question should be answered very specifically - and in terms of abilities. This is very similar to the question, What are the outcomes of farming? The agricultural crops and products are wheat, corn, hay, etc. Using the term somewhat generally, this includes products called horticultural products. To answer this question in relation to farming, we enumerate the various products. What are the products of interest in biology?

We do not have any generally accepted list of outcomes. There have been several made, none of which are quite satisfactory for this purpose. I shall not attempt to do more than merely suggest some of the ideas that would doubtless appear if, and when, you work out the answer to this question. You probably would include the ability to recite facts from the field, to recite orally or in writing upon request; the ability to remember material involving the technical vocabulary of the field; the ability to use at least some of the technical terms in oral and written explanations; the ability to manipulate instruments in laboratory apparatus; the ability to explain

natural phenomena; the ability to follow the laboratory directions; the ability to identify the plants and animals; perhaps closing with some outcomes that require definite phraseology, such as interest, scientific attitude, and so on.

The first step in considering any program of measurement for biology or any other field of instruction is to determine the types of outcomes that you intend to produce. Under any one of these headings there would be questions in regard to what facts a student should be able to recite, what technical terms he should be able to use, and what plants and animals he should be able to identify. Here I am concerned with the types of outcomes, not with the detail. This measurement of ability seems important and I should like to draw on it.

I referred to the outcome of farming; we would measure wheat in terms of bushels, cotton in terms of bales, citrous fruit in terms of boxes, berries in terms of crates, hay in terms of tons. In each case we use a measurement that is suitable. In measuring the outcomes of instruction, we must in each case employ the instrument that is suitable in view of the character of the ability with which we are concerned. It would be wrong to assume that the same kind of measurement will work for all kinds of abilities, because this is not true. The purpose in each case, therefore, is to choose an instrument that will obtain for us satisfactory evidence of the ability or trait with which we are concerned.

We have developed several types of instruments, commonly referred to as tests, for measuring human traits and ability. The group with which we are most familiar is the objective test. There are several kinds of objective tests and we are to consider true-false, multiple choice, and matched questions. There is a great variety of objective tests, a common characteristic being that they can be marked accurately by definite rules which eliminate or reduce to a minimum the necessity for making adjustments.

The essay examination is an instrument we used before we knew about objective tests. We used also what we call a performance test, where a person manipulates an instrument or apparatus in a manual way. Score cards and scales lead to ratings referred to as "teachers' estimates." What kinds of instruments are suited for each of the various types of outcome? Let us not attempt to run through the types of outcome with reference to this question.

I shall comment upon a few general principles. There are some instruments that are suitable for measuring certain types of outcomes and other instruments for measuring others. Therefore if we are to undertake a program of evaluation as a program that will be inclusive in the measurement of the outcomes of instruction we will have to employ the right kinds of instruments. Bear in mind the point some have made - that indirect measurement is possible and satisfactory. We employ indirect measurement in some cases. For example, we measure a column of liquid and call the result of the measurement in degrees of temperature. That works out very satisfactorily. We employ other methods of indirect measurement in other cases. But the proposal that has been made that we employ indirect measurement in the field of education is subjected to greater limitations than we first thought. We can't obtain indirectly a measure of a person's ability to think by measuring his store of information. Indirect measure, in

this case is distinctly unsatisfactory; hence, if you have among your list of objectives ability to recite facts and ability to think, you cannot measure both by the same instrument.

The other point to be emphasized in this case is that the essay examination, in spite of what you have been told about it, and in spite of what investigators reveal, is now being recognized as a respectable measuring instrument. Some years ago it was not so considered by most people. The impression went abroad that it was not respectable, or was at least out of date if you employed an essay type examination. Now people are definitely saying that the essay examination is a respectable instrument. It may be used; it is not disgraceful if one does use it. It has certain limitations, but it is being said that so far we have not been able to find any instrument better suited to measure certain types of ability. It is true, for instance, that if you wish to measure the ability to explain or discuss or express, it cannot be better done by any method. Do you know of any better method? I do not. The fact that the rating is marked on the examination paper is a minor consideration.

With reference to these outcomes, the next step to consider is a measuring instrument to obtain the best degree of ability. That is one reason that the word of evaluation has been introduced. It allows the use of any instrument that may prove helpful. After you have decided upon the instrument, or instruments, that seem to be reasonably satisfactory, you may give consideration to practical matters, such as administration.

In closing, I would like to emphasize the point that I have already made, perhaps from another point of view, in regard to other types of tests. I have been considering it from the standpoint of getting an instrument that is suitable - or at least reasonably so - for what we wish to measure. In this case we do not wish to measure ability to recite facts directly; although sometimes we ask the student to do just that. In this case your students are going to direct their efforts toward becoming able to answer the questions you ask them, in the classroom or in a test or an examination. You are only fooling yourself if you think the students are going to work toward any other objective. Your students will find their ideas in the requests you make when you give a test or an examination. If I were a student, I might do the same thing. Hence, if you give an information test when you wish to measure ability to think, you are influencing your students' objectives in one way and saying that you wish to influence them in another. I am not criticizing. You are just not being consistent. On the other hand, if you train your students to think and then ask them factual questions when you come to measure the outcomes of your instruction, you are being inconsistent.

Quite apart from the mere evaluation of the outcome of instruction - as important as that may be - it is highly desirable that you synchronize your measure tests and examinations with what you desire as outcomes of instruction. There should be consistency between your tests and your objectives. That is, too often, where we are inconsistent. However, I think it is much simpler in the abstract than in detailed application.

I was talking to one teacher concerning this subject and he said, "The amount of nature study in elementary science is about nine-tenths of the original science." Personally I just wonder how exact is the distinction between nature study and elementary science. Whenever we get into the secondary level, where we have this so-called course in Biology, I wonder if we study biology or nature study. They are so closely related that it is only a matter of emphasis. I may be a radical, but I can't distinguish between a course in biology and one in nature study. In elementary schools, it isn't the same type of nature study. They go out and study nature.

If elementary science is what it ought to be, it is nature study. Thus, nature study, in the sense in which I was trying to acknowledge it, is just a biological phase of elementary science. But elementary science and high school science should now be all one process of growth.

It is important that we, in the secondary schools, should know the amount of training given in the orientation school. It seems to me that to do a good job of teaching, we should know more about what is taught in the elementary school. Sometimes I check with my students and see what they learned in the elementary course. Just a few remember what they have learned. All the big, scientific words have been forgotten. However, sometimes, they show a familiarity with certain trees or plants.

In working out a new course of study I have tried to do something along this line. A great many people agree with me.

QUESTION: What is the objection to the words "nature study"?

MISS BENNETT: It is not the words; it is the unfortunate use of them. They are interpreted by some people to refer to the growing body. This certain type of approach has caused nature study to fall into disfavor.

Some schools use picture books in which a very elementary kind of learning is required. They color pictures and call it a nature study course. That is getting entirely away from the type of work we desire. It is nothing more than coloring a picture and putting in a word. What good is to be gained from that? There is none.

I think if you take your own troubles in a high school biological course and multiply them several times, you have an idea of what the greatest teaching troubles are. I think a lot of teachers believe they are teaching nature study when they teach from the laboratories and do not teach in the natural surroundings. I believe that a lot can be taught the younger students by taking them out in the open, and helping them to get their nature information first-hand.

MISS HELEN TROWBRIDGE: I, too, believe in teachers' taking their students out into natural surroundings. Personally, I have had some experience with a six-year old neighbor boy, and it leads me to believe that any six-year-old is eager to learn. As he grows older his curiosity dies, and it is the teacher's job to arouse interest by taking the students out into natural surroundings.

In our school we have taken a great deal of interest in the safety driving courses. At first we taught it only to the juniors

and seniors because of the age requirements for driving a car. We wrote to Springfield and they sent us a lot of information and instructions on the subject of safety driving. Later we started giving instruction about safety driving in the home room period. One woman who taught physics became interested in safety driving. Teaching lasted a whole year and at the end of the year the state officers came down to instruct driving tests. This year she is going to the state of Pennsylvania and continue her work on safety driving. At what age should it be taught? A freshman is a little young. Yet our freshmen drive cars as well as older students. Some schools teach it in the home room, and everybody is given instruction in safety driving. /

MR. MONROE: I know some of you teachers are interested in these new types of examinations that are gaining favor over the old essay type. The one objection to the essay type has been that they do not call for thinking on the part of the students. On the other hand, the new examinations emphasize the importance of thinking. The stress is placed upon the means by which the answer is reached rather than the answer itself. The essay type of question is hard to grade, but we won't talk about that. I am sure the evidence of thinking is not in the conclusion so much as in the arguments leading up to the conclusion.

MISS TROWBRIDGE: Classroom teachers should have thoughts because thoughts show initiative. I believe that a teacher who is interested in being of actual value to his school and who is interested in furthering his own teaching career, should take an interest in summer schools and summer school conferences. There is a lot of value to be gained from these activities.

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229 Natural History Building
July 13, 1938
2:00 p.m.

Presents Lecture 6

COMMERCIAL SUBJECTS GROUP

- SUBJECTS: A. The Objectives of Recent Developments of Instruction in the Commercial Subjects.
B. Evaluation of the Outcomes of Instruction of Instruction in the Commercial Subjects.

APPRENTICESHIP IN TYPEWRITING AND SHORTHAND IN THE
EAST MOLINE HIGH SCHOOL

by

C. J. Newman

INTRODUCTION:

Each year thousands of high school freshmen enroll in the commercial courses of our public schools intending to pursue religiously during their four years of elective work in high school, the course they have selected so they will prepare themselves to earn a living when they finish school.

Each year thousands of high school students graduate from the customary two years of stenographic training qualified to serve in a stenographic capacity if they are able to secure the proper type of work for which they are prepared.

For the most part they have mastered the fundamental mechanics of the subjects, but they lack the business experience necessary to secure a good position. They lack the names of business men who can conscientiously give the student letters of recommendation, thus enabling him to have a better opportunity for employment. They lack the confidence in themselves which they must have when they make a personal interview with a strange employer for the first time.

After reading many books and magazine articles on the subject of vocational guidance and attempting to interpret the principles embodied in those books in the industrial community of which I am a citizen, it seemed obvious that a course intended to provide easier transition for the stenographic graduate from the high school to the local industrial office should be introduced as a part of a guidance program.

Because of this felt need this talk will be presented in two parts: (1) the development and putting into practice of the Cooperative Stenographic Training Plan as used by the United Township High School, East Moline, Illinois, and (2) a study of the results of the plan as disclosed by a survey taken after two years of use in the community of which the high school is a part.

DEVELOPMENT OF THE PROBLEM:

East Moline has frequently been spoken of, by those who know it well, as a truly metropolitan community of 10,107 inhabitants. Its population earns its living from the manufacturing companies located

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For the most part, they have entered the commercial courses of the schools. But they lack the business experience necessary to secure a good position. They lack the names of business men who can conscientiously give the student advice of recommendation. They lack the confidence in themselves which they need when they enter a personal interview with a prospective employer for the first time.

After reading many books and magazine articles on the subject of vocational guidance and attempting to interview the principals and teachers in those books in the industrial community of which I am a citizen, it seems obvious that a course intended to provide a basis for the vocational guidance given in the high school in the local industrial office should be introduced as a part of a guidance program.

Because of this fact, this talk will be presented in two parts: (1) the development and history of the Commercial Subjects Training Plan as used by the United Township High School, East Moline, Illinois, and (2) a study of the results of the plan as disclosed by a survey taken after two years of use in the community of which the high school is a part.

DEVELOPMENT OF THE PROGRAM

East Moline has frequently been spoken of, by those who know it well, as a truly metropolitan community of 15,000 inhabitants. Its population earns its living from the manufacturing companies located

within the Quad-Cities - namely: East Moline, Moline, and Rock Island, Illinois; and Davenport, Iowa. A large percentage of the adult population are either foreign-born or one generation removed from foreign-born parents. These citizens represent many countries and are a hard working and economical people. The vocational aim seems to rank high in their minds, as evidenced by the fact that less than four per cent of our high school graduates attend college.

Since this community consists of four adjoining cities with a total population of 141,047, according to the census of 1930, and since the citizens of one of the cities frequently find work in one of the other cities, it seems desirable to include these four cities in the employment picture for the stenographic graduate. By using the Occupational Statistics for Illinois and Iowa of the Fifteenth Census of 1930 as a basis for specific occupational statistics, it was found that there were 1890 male and female stenographers, typists, and secretaries employed at that time.

In 1936 Melvin H. Hill made a commercial survey covering the same territory that this cooperative stenographic training plan includes. By using figures found in his results the rate of stenographic turnover was found to be 26.48 per cent.

Using the 1890 stenographers and typists as shown by the Fifteenth Census as a base, and dividing by the rate of turnover as previously mentioned, there would be 469 vacancies each year. Mr. Hill's survey further disclosed that 48 per cent of the firms he contacted stated that they would accept high school graduates for stenographic positions. This would mean that the high school graduates of stenography would be eligible for 48 per cent of the 469 vacancies a year or for 225 jobs.

Furthermore, 65 per cent of the concerns stated that experience was required of their employees before they would be hired. This would mean that there are 79 positions available for high school graduates without experience and 146 positions available for high school graduates with experience, each year. Hence, it seems desirable to give students some type of experience before they complete high school.

Cooperative stenographic training seems to have developed in various parts of the United States since 1930. In magazines for commercial teachers have appeared several articles explaining the procedures followed. An examination of these articles disclosed the fact that most students so engaged worked for teachers within the school system of which they were a part, thus narrowing their experience to that of the school system itself and not permitting them to taste the actual business experiences for which they had been trained until after graduation from high school. Upon graduation the burden of making business contacts, securing experience and business references rested directly on the shoulders of the student herself. The work of the public school in preparing its students for the transition from high school to citizenship in such cases has failed.

The basis of this study originated in 1926 when cooperative training for stenographic students was suggested to school authorities, but the building of additional high school facilities temporarily postponed consideration of the plan. In the spring of 1934 the idea of the commercial department of the high school giving the

within the Quad-Cities - namely: East Moline, Moline, and Rock Island, Illinois; and Davenport, Iowa. A large percentage of the adult population are also foreign-born or are American born of foreign-born parents. These citizens represent many countries and are a hard working and successful people. The educational situation is high in their midst, as evidenced by the fact that less than four per cent of our high school graduates attend college.

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Using the 1000 stenographers and typists as shown by the Bureau of Census as a base, and dividing by the rate of turnover as previously mentioned, there would be 400 stenographers each year. Mr. Hill's survey further disclosed that 40 per cent of the firms he contacted stated that they would accept high school graduates for stenographic positions. This would mean that the high school graduates of stenographic would be eligible for 40 per cent of the 400 vacancies a year or for 160 jobs.

Furthermore, 65 per cent of the companies stated that experience was required of their employees before they would be hired. This would mean that there are 70 positions available for high school graduates without experience and 160 positions available for high school graduates with experience. Each year, hence, it seems desirable to give students some type of experience before they complete high school.

Cooperative stenographic training needs to be developed in various parts of the United States since 1931. In relation to the stenographic business have appeared several articles explaining the need for stenographers. An examination of these articles disclosed the fact that most students so engaged worked for teachers within the school system of which they were a part. This necessitated their leaving the school system itself and not receiving their training in the actual business experience for which they had been trained. Until after graduation from high school. Upon graduation the burden of making business contacts, securing experienced and business training was placed directly on the shoulders of the student himself. The work of the public school in preparing the students for the stenographic business was found to be lacking in such cases as listed.

The basis of this study originated in 1935 when cooperative training for stenographic students was suggested to school authorities, but the finding of additional high school facilities necessary for the expansion of the plan. In the spring of 1936 the idea of the commercial department of the high school giving the

offices of the industrial community, of which it was a part, stenographic employees trained as they should be to take their place as members of the community upon their graduation, received consideration, and adoption of the plan followed. After searching the files of business magazines and communicating with commercial educators throughout the United States, an outline was prepared for a cooperative course in stenographic training.

The plan was put into use for the first time during the second semester of the school year of 1935-36 and involved twenty-two students. The unusual success which was obtained warranted making it a part of the stenographic course, so it was again put into operation during the school year of 1936-37 with twenty-three students enrolled.

The plan has received the whole-hearted cooperation of the stenographic students as evidenced by the fact that thirty-three students participated in the class of 1938 and forty students have enrolled for 1939.

The business men, who were at first skeptical, are not whole-hearted converts as they desire to use students in their offices as stenographic employees. In several instances the high school was called and student apprentices were requested, but in many cases the requests came too late to be included in that year's plan. In such cases the names were carefully listed and included in the prospective list of cooperating employers for the following year.

The purposes underlying the Cooperative Stenographic Training plan are five in number, namely: (1) to give the students practical experience; (2) to give the students a broader view of what the business man expects of an employee; (3) to help the students to secure positions after graduation; (4) to permit the students to use as references the names of business men for whom they have worked during the training period; (5) to enable the commercial department in its search for definite information to know what the business man wants and expects of his employees.

An Employer record card was prepared for each employer so the commercial department would have a complete record of necessary information regarding the cooperating employer, the educational requirements of his office, and the number of students used each training period.

Just as soon as enough positions were secured to assure the success of the plan, the newspapers were sent advance material of the complete details so the community could be informed on the procedure.

The second semester of the senior year is devoted to this progress of training, and a permanent record card is filled out by each student. This form is mimeographed on a 5 x 8 card and the information of a general nature is filled in by the student early in the third quarter of her senior year. The balance of the card is filled in by the teacher from her personal information and from the school records.

The first ten weeks was devoted to intensive office training instruction in the classroom, using the text as a foundation and taking up any additional material of value, including talks by members of

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The first two weeks are devoted to intensive office training in-
 cluding the stenographic, typing, and the use of a typewriter and adding
 up any additional material of value, including talks by members of

the faculty on dress, manners, personal hygiene, personality, and courtesy. This included a study of the weekly and summary reports of students who have already done office training in previous years. These are the daily and summary reports which are typewritten at the end of the office training period and filed in the commercial department.

The students were coached as to what to say when reporting for duty the first morning of the apprenticeship period. Personal letters were written each period of each year to each cooperating employer giving the student's name, the dates over which the period cover, and the time she was to start and quit daily. In cases where students were employed in Moline and where bus was used for transportation, it was understood that the cooperating employer would give her bus fare to and from work each day, and a postscript was added to this effect on all letters going to Moline.

The second nine weeks is divided into three periods, the first two of which are four weeks in length and the last one of one week. The two periods of four weeks in length are the cooperative training periods. The students who are participating, work in the offices to which they are assigned for at least two hours a day for four days a week, Monday being reserved for additional classroom instruction, which the students' daily reports show they need.

During the period each office was visited at least two times by the stenographic teacher to check up on the way the student had adapted herself to the office routine. The first visit was during the second week of employment. A list of pertinent questions was prepared by the teacher in advance to ask the employers. In order that a complete record of the employer's reaction to his student-employee was available, the employer's answer was taken in shorthand and transcribed on a permanent record sheet.

Toward the end of the first four week period, the newspapers were again enlisted by giving them the names of the business men who cooperated the first period and the names of the students who worked for them. A few days later the assignment of the students to their new places took place, and a copy was given to the newspapers. The students were assigned to another employer and another type of business. In this way they received information about the office procedure in two different types of offices and had the opportunity of using the names of two individuals as references upon graduation.

Just before the end of the first four week period, the students were coached as to what to say at the end of their working period, so they might leave as favorable an impression as possible in the minds of their employers, as courtesy might pave the way for possible employment, or a favorable recommendation later. For that particular period, the employer filled out a confidential report for each office training student in his office which he sent to the school for filing. Watching carefully the improvement, if any, in the reports turned in on each student, the stenographic teacher followed the same procedure the second period as she used the first.

The last week of the school year is used to discuss problems and experiences which are encountered on the job and for personal conferences between individual students and teachers for the purpose of suggestions to the improvement of work.

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cedure in two different types of offices and had the opportunity of
seeing the names of two individuals as employers when they returned.

Just before the end of the first four week period, the students
were assigned as to what to say at the end of their training period.
In this report form is favorable as important as possible in the
mind of their employer, an employer might say the way the business
operates, or a favorable recommendation letter. For that purpose
general, the employer filled out an individual report for each office
training student in the office which he sent to the school for filing.
Following carefully the improvement, it was in the reports found in
an each student, the principal teacher visited the same business
the second period as she used the first.

The last week of the school year is used to discuss problems and
experiences which are encountered on the job and for personal confer-
ences between individual students and teachers for the purpose of
suggestions to the improvement of work.

During the month of November each year a personal checkup is made through the mail on each student who has graduated from the cooperative stenographic training plan, in order to find out whether or not she is working at the present time and approximately the length of time she has worked since graduation.

After two years' trial of the cooperative stenographic training plan in the United Township High School, East Moline, Illinois, it seems desirable to measure the effectiveness of the plan, first, from the standpoint of the placement of stenographic graduates; and second, from the standpoint of the effectiveness of the plan as a value to cooperating employers.

During the operation of the plan, records have been kept in the high school office and in the commercial department. These records contain a complete history of each student while she was enrolled in the United Township High School, and a more complete record of her individual part in the cooperative stenographic training plan. On her record is a print of her picture, the results of the training plan on the individual, and the ultimate result of employment as shown by the yearly followup. It was found that many of these students secured employment in the offices where they secured their cooperative training; others secured employment in offices other than those of the firms who had cooperated, but those members who did not employ students, willingly gave recommendations which resulted in their employment.

Detailed information is available regarding:

1. Personal information regarding students involved.
2. Classification of cooperating business according to type of business.
3. Rating of students' traits by teacher and employers.
4. Rating of students' traits by her two employers.
5. Hours per day of training employment.
6. Types of duties performed during training period.
7. Machines used by students during the training period.
8. Machines available but not used during training period.
9. Employment results since graduation.
10. Time between graduation and the first commercial job.

Should anyone be interested in discussion of any of these points, it can be accomplished during the round table discussion.

PERSONAL TRAITS OF STUDENTS

"Employers are becoming more and more interested in personal traits. Although such qualities cannot be evaluated scientifically, there can be a notation made as to their presence or absence."

Jessa, O. Marie, "A Suggested Plan for Placement and Follow-up of High School Commercial Students" Master of Arts Thesis, State University of Iowa, Iowa City, Iowa; August, 1934, p. 63.

Since formal courses are not offered in high school for these particular weaknesses, they should be stressed very strongly in taking the points up in an office training course.

During the month of November each year a personal meeting is held between the staff of each student who are graduated from the cooperative elementary training plan in order to find out what the student is doing at the present time and approximately the length of time she has worked since graduation.

After the year's trial of the cooperative elementary training plan in the United Township High School, East Berlin, Illinois, it seems desirable to secure the effectiveness of the plan, first, from the standpoint of the placement of cooperative graduates, and second, from the standpoint of the effectiveness of the plan as a whole in preparing employees.

During the operation of the plan, records have been kept in the high school office and in the community department. These records contain a complete history of each student who was enrolled in the United Township High School, and a more complete record of the individual part in the cooperative elementary training plan. On the record is a list of the names of the students, the results of the training plan on the individual, and the degree of employment as shown by the yearly training. It was found that many of these students secured employment in the office where they secured their cooperative training, others secured employment in other offices, and some of the firms who had contacted, but their names were not on the record, willingly gave recommendations which resulted in their employment.

Available information is available regarding:

1. Personal information regarding students involved.
2. Classification of cooperative business activities as type of business.
3. Rating of students' traits by teacher and employers.
4. Rating of students' traits by two employers.
5. Hours per day of training employment.
6. Types of duties performed during training period.
7. Machines used by students during the training period.
8. Machines available but not used during training period.
9. Employment results since graduation.
10. Time between graduation and the first commercial job.

Should anyone be interested in discussion of any of these results, it can be accomplished during the round table discussion.

PERSONAL TRAITS OF STUDENTS

"Employers are becoming more and more interested in personal traits, although such qualities cannot be obtained quantitatively. There can be a collection made as to their interest in employees."

James M. Miller, "A suggested plan for the placement and follow-up of high school graduates," Journal of the American Vocational Society, 1934, p. 27.

Since formal courses are not required in high school for these particular vocations, they should be placed very strongly in the hands of the students in an office training course.

Findings reveal the fact that the students who were members of the first two classes were, for the most part, strong in each of the most desirable traits. The ones which show the greatest weaknesses are, in the order listed (1) accuracy, (2) timidity, (3) carefulness in checking work done, (4) inability to "catch on" quickly, and (5) efficiency. The weakness of timidity probably was due to the employer not reading the report properly, for many negative answers were listed in the case of students when I personally knew the employer was well pleased with the student in every respect. The final general rating which the business men gave to their student-employees shows that the men who have cooperated have very carefully rated these students.

The statements of business men show a wide variety in opinion as to what the schools should teach; but there are a great many business men who have overlapping opinions. Thus we should build commercial courses around the outstanding methods expressed by these overlapping opinions. We should train students in business where there is a need for their services rather than training them for positions in which statistics show a surplus.

QUESTIONNAIRE

I took questionnaires to the 32 firms who have cooperated in the stenographic training plan during the past two years. Each of them filled out a copy, thus making a 100 per cent return. The results revealed the fact that the business men who had cooperated in the training plan took an active interest in the students and either hired them upon their graduation or gave them recommendations which helped them to secure employment. It further showed that some instruction in the use of adding machines and calculating machines would be beneficial to both the students and to the prospective employers of students.

An additional question asked at the time the survey was made but which was not a part of the questionnaire, showed that 87.5 per cent of the employers who were cooperating with us stated that the work of the cooperative training students made it worth while to have the students in their office during the training period.

Prominent commercial educators are divided into two fields of thought: (1) those who regard commercial education as chiefly a preparation for citizenship and who recommend that such courses should be used only for exploratory or guidance purposes. The second group believes in the training of selected groups of students for vocational purposes. The products of such classes should certainly be restricted and should follow the economic laws of supply and demand. Certainly there are a few students who are taking stenographic work who, with their traits and aptitudes would do better in other lines of endeavor. In these cases it would be well to try and divert the students into other channels of employment for which they seem better fitted.

As one guidance director has stated, "Many unemployed people are like the jumbled pieces of a jigsaw puzzle. If properly placed, either through their own efforts or by the help of others, in work which they are fitted by training and experience to do, they would make a picture of happy, useful citizens." Surely the task of trying to work this jigsaw puzzle of modern society is a very worthy occupation.

Findings reveal the fact that the students who were members of the first two classes were, for the most part, those in each of the most desirable units. The ones which show the greatest weaknesses are, in the order listed: (1) economy, (2) timeliness, (3) efficiency, (4) quality of work done, (5) ability to learn, and (6) in speaking work done. The weakness of timeliness probably was due to the delay in not reaching the report properly. For many negative answers were stated in the case of students when I personally knew the employer was well pleased with the student in every respect. The time spent and relief which the business men gave to their subordinates show that the men who have cooperated have very definitely helped those students.

The statements of business men show a wide variety in opinion as to what the schools should teach, but there are a great many business men who have overlapping opinions. There are several points of view on the outstanding methods exposed by these various courses. We should train students in business these days is a need for their services rather than training them for positions in which statistics show a surplus.

QUESTIONNAIRE

I took questionnaires to the 35 firms who have cooperated in the questionnaire training plan during the past two years. Each of them filled out a copy, thus giving a 100 per cent return. The results revealed the fact that the business men who had cooperated in the training plan took an active interest in the students and their progress upon their graduation or gave them recommendations which helped them to secure employment. It further showed that some interest in the use of adding machines and calculating machines would be beneficial to both the students and to the prospective employers of students.

An additional question asked at the time the survey was made was which was not a part of the questionnaire, showed that 27.5 per cent of the employers who were cooperating with us stated that the work of the cooperative training students was as good as to have the students in their office during the training period.

Presenting a general statement was divided into two fields of thought: (1) those who regard commercial education as chiefly a preparation for citizenship and who recommend that such students should be trained only for efficiency or business purposes. The second group is divided in the training of selected groups of students for vocational purposes. The purpose of such classes should certainly be vocational and should follow the economic laws of supply and demand. Certainly there are a few students who are taking intermediate work who, with their traits and aptitudes would be better in other lines of endeavor. In these cases it would be well to try and direct the students into other channels of employment for which they seem better fitted.

As the Kildare director has stated, "The unemployed people in the United States of a large number. It is properly placed either because their own efforts or by the help of others. In work which they are fitted by training and experience to do, they will find a pleasure of happy, useful citizens." Surely the task of trying to work this higher grade of modern society is a very worthy one.

QUESTION: Does it require all of one teacher's time? Does it require an extra teacher?

MR. NEWMAN: The way we used is this: as head of the correspondence department, I supervise the putting into effect and the advanced stenography teacher who had the students in her classes would go out into the field and do field work and checking. It so happens that this person who had the advanced shorthand and typing classes that on Tuesday, Wednesday, Thursday, and Friday, the teacher could check up on them on these days.

QUESTION: Did you ever have any adverse criticisms from businessmen?

MR. NEWMAN: No, I didn't. 87.5% of the businessmen acknowledged that the students who came into their offices were worthwhile to them in their offices.

QUESTION: How long do the people work in offices?

MR. NEWMAN: They go out depending on the class period in which they are scheduled. For example, if the shorthand and typing periods fall in the morning special effort is made to keep that other period - by the way our periods fall in such a way that a student is free either for the entire morning or the entire afternoon, and in that case we have the hours that the business starts in the morning and the hours it quits. Their schedule is arranged by the time the business runs in that day. At least four hours a day is spent - never over four hours.

QUESTION: Does it cause any trouble with the other teachers?

MR. NEWMAN: No, because their program has been arranged so that it causes no trouble of any kind.

QUESTION: Were you able to get jobs for all stenography students?

MR. NEWMAN: In the class of 1936, 22 students enrolled and we placed 21. In 1937, 23 students enrolled and we placed 22. In public school work it is necessary to take students if they insist on coming into the class even though we feel that they do not have the ability. In such cases, we may find that we probably have a personality which might not lend itself toward placement easily. I am not talking of alibis at all. With this present year, I do not know what the results will be, because the survey will be made this November. I feel that my survey was made during the two best years that it possibly could have made - during 1936 and 1937. I do not feel that the result will be so satisfactory this coming November.

QUESTION: How do you tell which students will take the training?

MR. NEWMAN: The ones which the principal sends into the department are the ones we take. We have no choice in the matter.

QUESTION: What is your turnover on these students?

MR. NEWMAN: The 26% is a government figure and I did not figure the turnover. I can say this: that in many cases the students went

QUESTION: Does it require all of one teacher's time? Does it require an extra teacher?

MR. NEWMAN: The way we used to have it was that the stenography teacher who had the students in her classes would go into the field and do field work and checking. If so happens that this person who had the stenography students and typing classes that on Tuesday, Wednesday, Thursday, and Friday, the teacher would show up on them on these days.

QUESTION: Did you ever have any adverse criticism from the students?

MR. NEWMAN: No, I didn't. By the way, the businessmen who had the stenography students and typing classes were working in their own offices.

QUESTION: How long of the people were in the office?

MR. NEWMAN: They go out working in the office during the day. They are stenographers. For example, if the stenographer and typing classes left in the morning special effort is made to keep them from leaving. If the stenographer left in such a way that a student is left alone for the entire morning or the entire afternoon, and in that case we have the business class in the morning and the stenography class in the afternoon. The business class is arranged by the time the stenographer comes in that day. At least four hours a day is spent in the business class.

QUESTION: Does it cause any trouble with the other teachers?

MR. NEWMAN: No, because their program has been arranged so that it causes no trouble of any kind.

QUESTION: Were you able to get along for all stenography students?

MR. NEWMAN: In the class of 1936, 22 students enrolled and we placed 21. In 1937, 22 students enrolled and we placed 21. The school with it is necessary to take students if they cannot get into the class even though we feel that they do not have the ability. In such cases, we may find that we probably have a person who will not be able to handle the stenography work. I do not know what the result will be, because the money will be paid this year. I feel that my money was not being the way that it was in 1936 and 1937. I do not feel that the result will be so satisfactory this coming November.

QUESTION: How do you feel which students will take the stenography?

MR. NEWMAN: The ones who take the stenography are the ones who want to be stenographers. We have no other in the school.

QUESTION: What is your program on these students?

MR. NEWMAN: The 26th is a government figure and I did not figure the percentage. I can say that that is very close the students want.

into a position which was not stenography in the beginning. However, where it was possible, they went into stenography work. Through the training which they were given, they were able to approach an employer and get some kind of job almost immediately. The turnover is chiefly in changing from a non-stenography job to a stenography job. In cases of lay-off the turnover decreases.

QUESTION: Which pupils are eligible for this type of training?

MR. NEWMAN: Any person who is in second semester in commercial work can go out in this plan. That has been the case with all students. At least one C is required for the minimum grade and unless they make a C they do not go out. I think it should be higher, however. Rating is very difficult. I do not think that we can justly rate students. I am thinking of one instance in which if we were to have had to recommend her, I wouldn't have done it, but the next year she was assistant to the head of a large factory. It was her personality that made her successful.

QUESTION: Is it a regular four year high school and how many students are there?

MR. NEWMAN: It is a regular four year high school with 851 students enrolled.

QUESTION: Don't they get regular credits in your high school?

MR. NEWMAN: They get stenography credit and two other subjects. They get a full credit for shorthand and a full credit for typing.

QUESTION: How many periods do you have in a day?

MR. NEWMAN: At least two hours a day must be worked and five days a week.

QUESTION: Is the plan practical in the small town where you would not have the opportunities for placement as in the larger town?

MR. NEWMAN: I am wondering as to whether there is a justification for turning out stenographic workers wholesale. We can place what we have. Under no consideration do we attempt to put a student in where it will put a permanently employed student out of work. But work in the commercial field is growing and we or you cannot hope to place everyone.

AN EVALUATION OF THE RETAIL SELLING COURSE AS CONDUCTED BY THE CHAMPAIGN HIGH SCHOOL

by

Howard Stewart

The topic assigned me, as indicated on the program, is, "An Evaluation of the Retail Selling Course as Conducted by the Champaign Senior High School." However, before I attempt to give a definite evaluation, I feel I should tell something of the course in Retail Selling as it is offered in the Champaign Senior High School.

into a position which was not stenography in the beginning. However, there is no possibility that such a thing would be done. The training which they were given was also of a general nature. It was not a stenographic training. The training was in the general field of business. It was not a stenographic training. It was a general business training. In cases of lay-off the turnover decreases.

QUESTION: What would be suitable for this type of training?
MR. NEWMAN: The question which is in your mind is whether or not you can go out in this time. That has been the case with all the students. At least one C is required for the minimum grade and unless they make a C they do not go out. I think it should be higher, how- ever. Having is very difficult. I do not think that we can justify this students. I am thinking of one instance in which if we were to have had to recommend her, I wouldn't have done it, but the next year she was admitted in the field of a large factory. It was her personality that made her successful.

QUESTION: Is it a regular four year high school and how many students are there?
MR. NEWMAN: It is a regular four year high school with 100 students enrolled.

QUESTION: Don't they get regular credits in your high school?
MR. NEWMAN: They get stenography credit and two other subjects. They get a full credit in stenography and a full credit in English.

QUESTION: How many periods do you have in a day?
MR. NEWMAN: At least two hours a day must be worked and there is a week.

QUESTION: Is the plan practical in the small town where you would not have the opportunities for placement as in the larger town?

MR. NEWMAN: I am suggesting an experiment in a small town for training out stenographic students. Under no consideration do we attempt to put a student in where it will put a permanently employed student out of work. But work in the commercial field is growing and we or you cannot hope to place everyone.

AN EVALUATION OF THE RETAIL SELLING COURSE AS CONDUCTED BY THE CHAMPAIGN HIGH SCHOOL

by

Howard Stacey

The course designed was an evaluation of the retail selling course as conducted in the Champaign Senior High School. However, before I attempt to give a definite evaluation, I feel I should tell something of the course as it is offered in the Champaign Senior High School.

For some time, prior to the installation of this course, the Champaign Senior High School had felt the need of better caring for its students that had no aspirations for higher education, or no means of acquiring such.

I say better caring for these people for the reason that, while the typewriting, stenographic, and bookkeeping departments had proven themselves quite successful, there were a number of students whose interests lay in other fields.

This school, while resting under the shadow of the University, consequently has a somewhat smaller percentage of non-college students than out-lying schools; it, nevertheless, has many graduates either unable to or not desirous of attending the University who, heretofore, have had no opportunity to secure training in the commercial field that fulfilled their needs.

During the school year of 1935-36 investigation and planning was carried on, resulting in the accumulation of a great number of commercial curricula from leading schools over the country. A special attempt has been made to locate those schools offering similar courses. This number was extraordinarily small, and the few curricula received, offered very little help. Contacts were made with the business men of the community, and it was here that help, to a greater degree, was received. Local problems were studied, and the objectives were determined for such a curriculum.

To overcome the faults of arbitrary setting up a retailing curriculum it was first necessary to know the type of student that would benefit by such training. It was learned that such a curriculum should meet the needs of two groups of students:

1. The first group is composed of persons who, because of financial conditions, or for any other reason, would be unable to attend an institution of higher learning, and for this reason desire a vocational training in commercial subjects.

2. The second group is composed of persons who plan to enter the retailing field for their life work; who are hoping to obtain in high school a systematic training in both the science and art of selling and at the same time planning to continue their education in some college or university.

To best meet the needs of the above mentioned groups of students, the following objectives were accepted as being the most adequate for this community:

1. To develop social intelligence through classroom theory and practical experience, as found in part-time work,

2. To develop an understanding of the basic principles and practices in the business of retailing,

3. To build a foundation for further study of commerce in general, and retailing in particular,

4. To teach a general, yet, practical, view of retail store organization and management,

5. To enable graduates of the retailing course to adapt themselves to related fields of employment,
6. To help students to consider intelligently the opportunities for life employment as found in the business world, and
7. To train pupils so they will fit into retail work in this city.

Following the setting up of these aims and objectives for a course in Retail Selling, the subjects offered at that time were thoroughly studied to learn those that would meet the new objectives. The investigation resulted in the dropping of the general subject of Salesmanship and the revision of another subject or two, insofar as name and content.

The outcome of this preliminary work was a plan whereby all students desiring work in the commercial field were expected to follow definite curriculum requirements for the Freshman and Sophomore years, allowing the opportunity to choose either the Secretarial or the Merchandising curricula at the beginning of the Junior year.

As it is the hope of all concerned that our students will not be content to remain sales clerks permanently, the merchandising curriculum includes the commercial subjects of Store Organization, Marketing, Advertising, and Retail Selling.

Following the complete planning of the course with the aid and suggestions of the capable Superintendent, Mr. V. L. Nickell, the plan was accepted by the Board of Education.

The next step, and an essential one, was the presentation of the plans to the Chamber of Commerce which enthusiastically and wholeheartedly endorsed the new curriculum.

The plan followed for the past two years has been to keep the student in the class room for three periods daily through the months of September and October, and about ten days in November. During this time the students are given the first fundamentals that are essential to the initial practical and actual experience in the stores. It is at the beginning of this period of instruction that each student in the class is required to have his parents sign and return a "non-College" card which indicates the parents knowledge that the subject of Retail Selling, while carrying two full credits toward High School graduation, does not qualify as an entrance requirement in the University. Likewise, it is necessary during registration periods to be certain that all students enrolled be of at least 16 years of age, as it is compulsory that individuals be of this age before working in the retail institutions.

As this period of instruction continues and certain phases of the subject are studied, such as manner of approach and steps in selling process, sales talks are given in the classroom. The sales talks are not mere artificial maneuvers, but after the first few, become as near actual sales as it is possible to make them. Actual merchandise is used, or in some cases, samples are used. As an illustration, one student brought from one of the local concerns, several miniature refrigerators. His sales presentation with these samples was as convincing as if they had been of usable size. Another student brought

5. To enable students to understand the relationship between the various fields of psychology.
6. To help students to understand the relationship between the various fields of psychology.
7. To train pupils so they will be able to work in the field.

Following the setting up of these aims and objectives for the course in the field of psychology, the subjects offered at that time were psychology, statistics, and research methods. The investigation revealed in the beginning of the general studies of psychology and the relation of another subject or two, insofar as name and content.

The outcome of this preliminary work was a plan whereby all the subjects dealing with the psychological field were expected to follow the same curriculum. The subjects were psychology, statistics, and research methods. The opportunity to choose either the psychology or the statistics course at the beginning of the first year.

As it is the hope of all concerned that our students will not be content to remain with their present curriculum, the new curriculum being looked for in the psychological subjects of general psychology, statistics, and research methods.

Following the complete planning of the course with the aid and suggestions of the various departments, Dr. V. L. Mitchell, the plan was accepted by the Board of Education.

The next step, and an essential one, was the presentation of the plan to the University of Minnesota which enthusiastically and wholeheartedly accepted the new curriculum.

The plan followed for the first two years has been to keep the students in the first year for three periods daily through the middle of September and October, and about two days in November. During this time the students are given the first psychology class and are also given the first statistics and research methods class. It is at the beginning of this period of instruction that each student in the class is required to have his personal file and select a "non-college" and which indicates the personal knowledge that the student has of the field of psychology. While carrying two full credits toward the psychology degree, each student is required to select a "non-college" and which indicates the personal knowledge that the student has of the field of psychology. It is necessary during registration period to be certain that all students enrolled be of at least 16 years of age, as it is compulsory that individuals be of this age before working in the retail institutions.

As this period of instruction continues and students become of the subject and student, such as a number of subjects and steps in the process, each class is given in the afternoon. The first class is given with statistical methods, and after the first two, statistics is given as it is possible to have them. As an illustration, the student bringing from one of the local business, several minutes of time. His class presentation will include a number of steps in the process. Another student bringing from one of the local business, several minutes of time. His class presentation will include a number of steps in the process. Another student bringing from one of the local business, several minutes of time. His class presentation will include a number of steps in the process.

a selection of shirts, ties, and socks, which he had had his Mother launder and press in a manner similar to those found in the local stores. His merchandise was attractively displayed on frames and stands made of clothes hangers bent to suitable shapes and sizes. Another capable student, a girl, who was later placed in the knitting department of a downtown department store, brought to school several balls of yarn, knitting needles, a knitting bag or two and illustrated booklets of styles and designs. It may be well to mention here that the students are not permitted to attempt to sell automobiles or such articles that obviously take a more technical knowledge. Thus, by constant effort to avoid artificiality, much can be done to create almost actual situations. Students have remarked that they were sold by such presentations, and in some cases have asked where the merchandise could be purchased for their own use. One means of creating motivation is to secure class interest in displays that are placed in a display case located in the library and operated by the librarian, but available to all teachers in the school. It is here that the students have an added opportunity to express their ideas, and to present them to others in an attractive manner. The library proves itself a still more satisfactory department in that source and reference materials are available to the students of Retail Selling. New sources of information are constantly being added to provide further study in the many phases of the work. Debatable questions arise and the library provided the class with added means of seeking the best solution - at least in the light of our local needs. Trade Journals, such as "Women's Wear," and materials of the National Retail Dry Goods Association, are available in the various stores for class room work. Visual aids are utilized insofar as possible. At least one local store has a projector and film, with sound, for use in an attempt to train their regular employees. This equipment is always available for school use. Occasionally other film and slides come to attention that are applicable for class use. Late in the year, the students are requested to write a sales manual for some article or line of merchandise with which they have been working, or on some article or line in which they soon expect to work. A sales manual is a book explaining an article, its history, development, uses, and sales points, in such a manner that an experienced sales person can very rapidly and accurately learn of the new article. Our students learn much through the compilation of such manuals - and quite often the instructor learns much about the articles studied. One student in particular turned in a sales manual on shoes that would equal many Master's Degree thesis in its make-up, its content, organization, and general quality. There can be no question but what this student is today a better shoe salesman for having prepared this manual.

As has been previously implied, the course is cooperative, in that students are in the class room and in the local retail stores for alternate periods of time. By having the class meet for three periods during the afternoon, they can be excused from this class to be in the stores for three hours daily without pay, as they are to receive two full credits for the one year of satisfactory work, without interrupting the remainder of their school schedule. A wage is paid the pupil for any extra hours of an afternoon or all day Saturday. A procedure of this type helps guarantee that the student will not be exploited for the benefit of the local store. As has been indicated, students are placed in the stores for the first time in early November. However, their placement depends upon certain

factors, among which is the procedure of checking, in every possible manner, upon the honesty and integrity of the student and his family. Various methods are used, but the Credit Bureau is one of the most satisfactory yet found. Information is, of course, entirely confidential, but up to this time, has proven to be a very good index regarding the student.

It is the duty of the instructor to place a student in the store and in the department in which he is primarily interested, if his choice is one that is at all adaptable to his best abilities and as long as his choice is not one that will defeat his chances for success. Needless to say, the final choice of placing rests with each particular store owner or manager. The choices of the students are interesting to observe. The diversity of articles with which the students desire to deal is one that will cause any instructor to be extraordinarily alert in order to be able to answer all the many and varied questions. The types of stores vary from the large department stores and Men's clothing stores, on to the smaller "ready to wear stores," to meat markets, to chain stores, and in some instances to drug stores. There are certain departments into which an instructor should not sacrifice the student and his ability because of the many obstacles and difficulties he will encounter. Among these, for example, are primarily, Ladies' expensive dresses, men's suits, and certain cosmetic departments where blending of powders and selection of just the proper cream should necessitate a much longer period of training than a high school can offer.

A further aid in helping to allocate students to various positions lies in the size and stature of the student. A fairly tall girl will usually do better in the "Budget" dress shops of department stores than would a shorter individual. The shorter and smaller salesperson is better in the narrow spaces behind counters and around the more or less crowded aisle tables. One department store two years ago desired girls of large physical size. In May of this year the same store stated they were changing their policy and wished to have small and short girls in most of their departments. Certain stores have expressed their wish for a particular type of individual to fill a definite position, and with the desire of training the student for permanent work in that position. An example of this is found in the instance of a certain millinery shop which had a vacancy for a young lady who was desirous of learning the business. At the present time as instructor, I have a standing call for a young man who shows some ability and a great desire to become a tailor. Such a position is not definitely in the field of selling, yet it very positively involves a great number of the principles taught in the subject. The first time the students are placed in the stores, many are required to fill application blanks, as would any other applicant.

A further requirement placed upon the student is that of securing a Social Security card before working extra hours for a salary. On the occasion of their first entry behind the counters, the class is left down town for only a week or ten days. They are then brought back to class and their various situations and problems are discussed. By such discussion many otherwise unforeseen circumstances can be corrected or avoided. One or two weeks later the class is again given the opportunity of receiving practical experience for several weeks, or in other words until the Christmas rush is over. Many of the class, after having proved their ability before Christmas are offered

Therefore, among which is the possibility of checking, in every possible manner, upon the honesty and integrity of the student and his family. Various methods are used, but the Credit System is one of the most satisfactory yet found. Information is, of course, entirely confidential, but no one this time, has proven to be a very good friend to the student.

It is the duty of the instructor to place a student in the state and in the department in which he is ultimately interested, if this student is one that is as adaptable to his best abilities and as long as his chance is not one that will defeat his chance for success. Therefore to say, the final nature of placing a student in a particular score or manner. The student of the student and the instructor is observed. The diversity of articles with which the student has to deal is one that will come and therefore to be extraordinarily alert in order to be able to answer all the many and varied questions. The types of scores vary from the large department scores and the smaller scores, on the smaller "ready to hand" scores, to the small scores, to the small scores, and in some instances to the small scores. There are certain departments into which an instructor should not accredit the student and his ability because of the way education and difficulties he will encounter. Among these, for example, are primarily, limited, expensive courses, such as law, and some of the more expensive departments where the student will be required to just the proper amount should necessitate a much longer period of training than a high school can offer.

A further aid in helping to allocate students to various positions lies in the also and nature of the student. A fairly full list will usually be better in the "Budget" or some sort of department scores than would a shorter individual. The shorter and smaller universities is better in the nature of the department scores and scores the more or less credited state tables. One department score two years ago desired that of large physical also. In any of this year the same score stated they were changing their policy and wished to have small and about 40% in most of their departments. Certain scores have expressed their wish for a particular type of individual to fill a certain position, and with the desire of training the student for his current work in that position. An example of this is found in the instance of a certain military shop which had a vacancy for a young lady who was desirous of learning the business. At the present time as instructor, I have a standing call for a young man who shows some ability and a great desire to become a leader. Such a position is not definitely in the field of selling, yet is very positively involved a great number of the principles taught in the subject. The first time the students are placed in the stores, many are required to fill application places, as would any other applicant.

A further requirement placed upon the student is that of securing a Social Security card before working extra hours for a salary. On the occasion of their first entry behind the counter, the class is left alone for only a week or ten days. They are then brought back to class and their various situations and problems are discussed by such discussion many other and various circumstances can be reported or avoided. One or two weeks later the class is again given the opportunity of receiving practical experience for several weeks or in other words until the Christmas rush is over. Many of the class, after having passed their ability before business are offered

full time positions for the school vacation period between the holidays, and which is always a dull period except for the exchanges of Christmas Merchandise. The primary reasons for our students being given such opportunities are that they have shown enthusiasm, eagerness, and above all, an effort to please.

Following Christmas and the New Year, the students return to the classroom for two purposes; namely, to review their experiences, and to pursue further study in the various phases of the work. Other periods of store practice occur from about the first of February to approximately the first of March, for the period of two weeks immediately preceding Easter Sunday and again for extended periods in May.

It should be stated here that while the apprentice salespeople primarily report to the stores in the afternoon the hour of their beginning must be adapted to both their high school schedule and the needs of the merchant for whom and under whom they are working. To meet these needs some of the class report at 12:30 and others at 1:00 or 1:15. In at least one case the individual has worked during the evenings from 7:00 to 10:00 p.m. Such a situation must be satisfactory with the instructor and be accompanied by the written consent of the parents. Another instance of the need of parental consent was found in the cases of two boys who expressed the avid desire of being placed in meat markets in order that they would have an opportunity of learning the trade. One outstanding and surprising fact has made itself evident in that the large number of our students have sold more in their allotted time of three or four hours daily than have the older and regularly employed salesclerks. Still more astounding is the knowledge that on certain occasions students have sold more merchandise in the hours of their afternoon service than the full time salespeople do in their full day of work. The various reports of such information confirmed the contention that high school students can be trained to work energetically, and to avoid the faults of too much conversation between clerks, lack of interest in each customer, and the lack of knowledge of and location of all the different merchandise on hand. Two such incidents occurred when one young lady sold a \$12.50 doll to a lady at the time of her first period of actual selling. The second case occurred when another young girl in her first day of actual selling sold a \$15.00 electric razor to a lady that was looking for a suitable gift for a young man. Needless to say, the employers valued quite highly the young novices who produced the requisite sales ability necessary to create a need, and then show how an article would fit the need.

Records are, of course, necessary, and it is of this phase that I wish to speak now. In addition to the customary school records, an instructor should keep information regarding the time each student spends in his department in selling and non-selling duties, the number of sales made and the dollar amount sold, from which can be determined his average sale. The average sale should increase as the year progresses and as he improves his sales technique. The Champaign Senior High School provides for its students a 3 x 5 black ink mimeographed card on which is space for the student's name, store, department, daily hours in the selling and the non-selling departments, number of daily transactions, total daily sales, and the average daily sale. In contrast, a red ink mimeographed card is used to record similar information for each day the student works for a salary. Information from these cards is then posted to a more permanent record book which summarizes the figures for each student and for the entire

Full time positions for the school year are being reviewed between the fall, day, and which is always a full period except for the Christmas holidays. The primary reason for our students being given such opportunities is that they have shown initiative, energy, and above all, an effort to please.

Following Christmas and the New Year, the students return to the classroom for two purposes; namely, to review their experiences, and to pursue further study in the various phases of the work. Other periods of extra practice occur from about the first of February to approximately the first of March, for the period of the week immediately preceding Easter Sunday and again for extended periods in May.

It should be stated here that while the experience is primarily reported to the stores in the afternoon the hour of their being given must be adapted to both their high school schedule and the needs of the merchant for whom and under whom they are working. To meet these needs some of the class report at 12:30 and others at 1:00 or 1:15. In at least one case the individual was worked during the evening from 7:00 to 10:00 p.m. Such a situation must be worked out very with the merchant and be accompanied by the written consent of the parent. Another instance of the need of parental consent was found in the case of two boys who expressed the wish of being placed in more mature in order that they would have an opportunity of learning the trade. One outstanding and surprising fact was that itself evident in that the busy season of our students have sold more in their little time of three or four hours daily than have the older and regularly employed salesmen. Still more astonishing is the knowledge that in certain cases students have sold more than the knowledge in the hours of their afternoon service than the full time salespeople do in their full day of work. The various reports of such information confirmed the contention that high school students can be trained to work intelligently, and to avoid the failure of too much conversation between clerks, lack of interest in each customer, and the lack of knowledge of and interest of all the different merchandise on hand. The sales incidents occurred when one young lady sold a \$12.50 doll to a lady at the time of her first period of sales. The second case occurred when another young lady in her first day of actual selling sold a \$12.00 electric razor to a lady that was looking for a reliable gift for a young man. Needless to say, the employer valued quite highly the young woman who produced the regular sales which necessary to secure a good, and then show how an article would fit the need.

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group. An added report is that furnished the stores. The store report involves ten main items on which they, the stores, grade and rate the students. The summarization of all the mentioned reports enables one to form a very definite opinion as to the sales ability of each individual.

Constant supervision is necessary in order that mistakes, misplacements and other problems will be either avoided or uncovered at the earliest possible moment. Supervisory activities must be carried on in the afternoons during the time the students are working, in addition to conferences with the employers after school hours, and after the students have left the stores.

Among the problems that are met in the teaching of a course in Retail Selling are the factors of sales quotas, and the very rare jealousy of regularly employed sales people. By sales quota is meant the amount a salesperson must sell each day in order to earn his weekly salary. It is obvious that with each newcomer in a department the daily sales of each clerk will drop to some extent. This can, in some instances, cause a jealousy that detracts from the pleasantness of the entire situation. Needless to say the merchants and managers will not knowingly allow such incidents to occur. It must be stated that but one such incident has arisen. The salespeople, in fact, by a very great majority have accepted the sales training program as a very desirable and advantageous curricula, and it is not at all unusual to have them say, "I wish I had been able to take such a course when I was in school."

In summarizing, particular stress must be placed on the full and complete cooperation given by the business men of this community. At no time has it been found that any employer has ever exploited the student. In reality the majority have reimbursed our students whenever the store felt they really needed the services of the individual. To express their interest and willingness to help in the conduct of such a course, certain merchants have written entirely voluntary letters to the instructor. They likewise state that certain students placed under their guidance have proven very successful and will be retained permanently. Letters of this nature naturally mean much to one attempting to satisfactorily carry on the work of the course. One means of indicating the success of the subject is that of stating the increase in enrollment figures. The first year the course was offered, seventeen persons felt the need of such work. This number was increased to twenty-four during the second year. At the end of this past school year, thirty-two members of the Senior class and there is the possibility that by now, more have expressed a definite desire for this subject and its concurrent subjects of Store Organization and Management and Advertising. From these figures, it is readily seen that in two years the enrollment has increased approximately 100%.

Before closing I wish to mention just a few of the situations in which students have been placed. One local department store is in itself employing five of our former students, in such departments as yard goods, ladies' and men's shoes, gloves, and ladies' inexpensive dresses. A young man formerly employed by a local meat market of high quality, has resigned to enter business for himself. Another store employs our former students in positions just slightly out of the selling field. In the past two years other of our girls have married and given up their positions.

In my opinion, as instructor of the subject, our course in retail selling is helping to meet the definite need of training our non-college students to earn their way. Statistics have proved that a great percentage of the crimes of our country are committed by persons from sixteen to twenty-five years of age. If a sufficiently large number of schools could and would provide added means of training students, it is possible that this per cent might be lessened, as it is readily admitted that it is idleness that leads to mischief.

Further, it is true that you as a customer, are benefited by properly trained salespeople - salespeople that are truly anxious to serve you, yet not attempting to create the impression that you must buy, regardless of your likes and dislikes. We all have in mind particular salespeople that we like to have wait on us. The traits these people possess can be inculcated, or at least developed, in our high school students, who in turn become the salespeople that are interesting, properly attendant to your wishes, polite, courteous, and desirous of correctly serving you.

It is with these ideas in mind that I urge you to go back to your schools and attempt, in the same manner that has been my privilege, to institute programs in your schools that will stimulate, drive and energize your students to pursue interesting work that will give them an income, and at the same time give them, as I like to call it, a very practical culture. I thank you.

QUESTION: Why your emphasis that this is for non-college students?

MR. STEWART: We have our students divided into two groups as mentioned before. It is not accepted at the present time unless changed this summer for entrance requirements in the University. I can't say this naturally if the student has a number of credits.

QUESTION: This credit would not be a drawback against his entering the college if he had his other credits?

MR. STEWART: Absolutely not. He would be allowed to enter the college.

QUESTION: Just what training did you find that the teachers should have?

MR. STEWART: As to training the teacher should, of course, have the required four year college training. I would say she should be trained at a teachers' college or an institution that gives a more specific high school training than do many colleges. Then, I think that some additional experience is necessary in the stores. I would not say as much experience is needed as would some other individuals. I think that a great many of the problems and an understanding of these problems could be gained in a year or two and not to the extent that some people insist as being required. Then, I think that it is important as anything else to talk over the problems of local industries with those individuals. I think in that way one can gain a more definite idea of what must be met with these problems.

QUESTION: In taking up your course, have you considered the job turnover?

In my opinion, as instructor of the subject, the writer in the field is helping to meet the definite need of training non-college students to enter the field. Statistics have proved that a great percentage of the income of our country is earned by men from sixteen to twenty-five years of age. It is unfortunately large number of schools could and would provide which means of training students, it is possible that this year might be increased, as it is readily admitted that it is business that leads to enrichment.

Further, it is true that you as a student, are benefited by properly trained salespeople - salespeople that are truly sincere to serve you, yet not attempting to create the impression that you must buy, regardless of your likes and dislikes. We all have in mind particular salespeople that we like to have wait on us. The traits these people possess can be imitated, or at least developed, in our high school students, who in turn become the salespeople that are interesting, properly attendant to your wishes, polite, courteous, and generous of correctly serving you.

It is with these ideas in mind that I want you to go back to your schools and attempt, in the same manner that has been my privilege, to institute programs in your schools that will stimulate, develop and motivate your students to pursue instruction with that will give them an income, and at the same time give them as I like to call it, a very practical culture. I thank you.

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MR. STEWART: We have our students divided into two groups as outlined before. It is not necessary at the present time unless you have this program for entrance requirements in the University. I can't say this naturally if the student has a number of credits.

QUESTION: This credit would not be a double-counting his credit in the college if he had his other credits?

MR. STEWART: Absolutely not. He would be allowed to enter the college.

QUESTION: Just what training did you think the business should have?

MR. STEWART: As to training the business schools, of course, have the required four year college training. I would say the school is trained as a teachers' college or an institution that gives a more specific high school training than do many colleges. Then, I think that some additional experience is necessary in the school. I would not say as much experience is needed as would some other institutions. I think that a great many of the problems and an understanding of these problems could be gained in a year or two and not in the school that some people insist on being required. Then, I think that it is important as required also to take over the problem of local labor with these individuals. I think in that way you can gain a more definite idea of what must be met with these problems.

QUESTION: In taking up your course, have you considered the

MR. STEWART: We find that we are not in a position to get that help because the job turnover requires that it be paid work and our people are carrying our course and three other subjects and they are not paid time students.

QUESTION: How recently have you investigated the feeling of this job turnover?

MR. STEWART: During the past year, we have investigated it.

QUESTION: I understand the stores are being considered and that there is a possibility of a better turnover now?

MR. STEWART: There are certain requirements and these requirements say that one must have five years of selling experience.

QUESTION: Would it be possible to have three years part time selling and still qualify?

MR. STEWART: It is my understanding that it would not qualify.

QUESTION: In the course of your talk you mentioned some things which I would like to have clarified. Students are given remuneration for their services in order that the businessmen would not use them too much and yet at the same time don't you find that students who are unable to get such remuneration are jealous of the others?

MR. STEWART: I have been very pleasantly surprised by the fact that no grudge is held by the students against each other when they are called for remunerative work. I really find more of that thing when two individuals are employed in different stores and receive different wages.

QUESTION: You say that you allow two units of credit for salesmanship? Do they take salesmanship for the entire year?

MR. STEWART: That is a full year course of three hours a day in the class room or even four hours in the store five days a week. Three subjects are taken besides that.

QUESTION: The graduate would have the usual units of work?

MR. STEWART: Yes, he would have. Our people, however, are required to take with retail selling the course in store organization and the course in advertising, each of which are single semester subjects, so that takes up one class period leaving two other subjects as required.

QUESTION: I would like to ask this question: by any means of which a class could be reduced I would like to know it. It is impossible for us to place the number of students that we are going to have for the coming year. The first year we placed everyone, last year we placed each individual. I can't handle the increase this year. If anyone has heard of tests for sales ability, I would like to have them. I know of some of them, but I have been unable to locate the publisher or the author. I am still hunting for them.

MR. STEWART: How would your principal feel toward your trying to limit them in view of the fact that you are in a public school?

MR. STANLEY: We find that we are not in a position to pay that help because the job turnover register that is in paid work and the people are carrying the course and there are other subjects and they are not paid time students.

QUESTION: How recently have you investigated the feeling of this job turnover?

MR. STANLEY: During the past year, we have investigated it.

QUESTION: I understand the ideas are being considered and that there is a possibility of a better turnover now?

MR. STANLEY: There are certain experiments and there are people who say that we have five years of selling experience.

QUESTION: Would it be possible to have three years more time selling and still qualify?

MR. STANLEY: It is my understanding that it would not qualify.

QUESTION: In the course of your last year's work, you found which I would like to have clarified. Students are given experience for their services in order that the business would not be too much and yet at the same time don't you find that students who are unable to get such remuneration are looking for the other way?

MR. STANLEY: I have been very pleasantly surprised by the fact that no money is paid by the students against each other when they are called for remunerative work. I really find some of the things when two individuals are employed in different areas and receive different wages.

QUESTION: You say that you give two units of credit for salesmanship? Do they take salesmanship for the entire year?

MR. STANLEY: There is a full year course of three hours a day in the class room or over four hours in the home days a week. Three subjects are taken besides that.

QUESTION: The graduates would have the usual units of work?

MR. STANLEY: Yes, we would have. The business, however, the production is done with retail selling the course in some organization and the course in advertising, each of which are single semester units. We also have up one class period leaving two other subjects as required.

QUESTION: I would like to ask this question: By any means, if which a class could be formed I would like to know if it is possible for us to place the number of students that we are going to have for the coming year. The first year we placed ourselves, last year we placed each individual. I can't handle the business this year. If anyone has heard of costs for sales ability, I would like to have some. I know of some of them, but I have been unable to locate the publisher of the author. I am still looking for them.

MR. STANLEY: How would your financial feel about your trying to limit them in view of the fact that you are in a public school?

We held down the course by definitely limiting the course to the class in Advertising, etc. I will be backed up by the school if I ever get such tests.

QUESTION: Have any attempts been made to guide students into other classes?

COMMENT: Yes, but they have not been very successful.

QUESTION: Do you have any difficulty in breaking down what is called the common prejudice against stenography work?

MR. STEWART: There has been no discrimination by the one against the other. If there is any discrimination I am not aware of the fact.

QUESTION: Don't you think that stenography work appeals to a different type of person than retail selling does?

MR. STEWART: Yes, it does; we rarely find any repetition in the two fields - that is, one student taking both courses.

QUESTION: Has there been any endeavor to present retail selling the way the Champaign High School is presenting it or has retail selling been presented in the usual method?

ANSWER: I would not say that it is the usual method. I have no idea that any other school offers the same course that we do. Champaign is the only school that has the same course that shows the same sequence and the only one that offers store organization and management.

* * *

114 Commerce Building
July 13, 1938
2:00 p.m.

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CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 7

PHYSICAL SCIENCE AND MATHEMATICS GROUP

SUBJECT: The Objectives of Recent Developments
of Instruction in the Physical
Sciences and in Mathematics.

THE OBJECTIVES OF RECENT DEVELOPMENTS IN CLASSROOM INSTRUCTION IN THE FIELD OF MATHEMATICS

by

Joseph J. Urbancek

Two generations ago few people had occasion to come into contact with Tree Surgeons - few people had need for them. When a job arose whereby such professional services were needed almost any local man was called, who hacked away at the limbs, or the tree, resulting frequently in irreparable damage to unusual and expensive trees. In course of time, due to the increased complexities of living, there arose a demand for trained men who could skillfully prune a tree without hacking it. The net result was an improvement in the quality of work brought about by specialization and the development of such a dignified title as Tree Surgeon. Men trained for the work actually make sick trees well and perform numerous duties that bring symmetry, beauty, and grace to one's home and community.

Mathematics - the Tree of Knowledge - the roots, trunk, heart, and limbs of all scientific progress, has too often been hacked instead of pruned to bring about its best development. Frequently there were those who felt (judging from their writings) that the tree would bear more fruit, or give more shade, if chopped out entirely. There were others who believed that the hacking and pruning should be so severe that only the roots should remain; thus posterity would be denied the value and beauty of the foliage. In fact, one may pursue the literature and find varying degrees of pruning designed to improve the subject based upon the philosophical objectives of the various writers. The range varies from extremely radical to extremely conservative. Sane pruning does not necessarily mean the eliminating of branches of the tree; it merely involves an improvement of the tree as a whole, for while a particularly small limb may be eliminated, another, or two or three others may grow in such a fashion as to more thoroughly develop the tree. When pruning is thoroughly understood, it is found that the same principles do not hold for all trees; that allowance must be made for the age of the tree as well as the type, its degree of health, locality, and other considerations.

Two generations ago the manner of cultivating our tree, the Mathematical Tree of Knowledge, was quite different. Only a small percentage of grade school students went to high school. By means of natural selection, it has been argued in many theses, these students constituted mostly those with the higher intelligence quotients and those above the lower economic brackets. By the very nature of the historical development of the high school they were preparing for a goal beyond that in which they found themselves. They were preparing for college. Educators, through their various meetings, associations,

lectures, writings, and publications perfected such devices, plans, programs, and paraphernalia as fitted the needs, educational theories, and philosophies of the time. Thus developed compartmental mathematics in the high schools as the most effective device of accomplishing the goals set before the teachers. The goals mainly meant the meeting of requirements set down by the College Entrance Examination Board, the New York Regents, and other agencies that developed from time to time for the purpose of finding answers to their common problems. While these school problems were many and varied and involved all school subjects, those who dealt with mathematics pushed compartmentalism to the point where textbooks became mere drill books - i.e. catalogues of exercises of varying degree of design and difficulty. That is, perhaps, too harsh a criticism but it does describe a phase. While this was going on in the schools, the world was changing industrially, economically, and socially.

Malthus, in his law of population, stated that population tends to outrun the food supply unless certain positive and preventative checks such as war, famine, disease, and celibacy operate to retard the growth. He did not, of course, foresee the power of human genius to discover and invent means of supporting an increasing population. Human beings tend not only to enhance their numbers, but also to develop an increasing quantity and variety of wants. Invention and discovery make possible satisfaction of these increasing desires. Human genius has had such a forceful effect upon our mode of living that no longer is the 84-hour week necessary. As evidence of the change, we need only be reminded that labor unions are no longer considered outlaw organizations, and the Federal Government, due to the great need, has supported a working week of less than half the number of hours that were considered essential and vital in the past.

Since the beginning of the century we have benefited from an exceedingly large number of inventions, improvements, and discoveries, in practically every phase of human endeavor. Mention of but a few should lead anyone to think of many others. The perfection and development of electricity alone has lead to thousands of devices for human comfort and aid ranging through all phases of social living. Wireless telegraphy, and then radio has brought comfort and pleasure to untold millions. News events that are reported an hour after happening are stale and, in terms of two generations ago, are considered as last year's news. Automobiles and other self-propelled vehicles have revolutionized social living to such a degree as to be immeasurable - mathematically we may assume it to be incommensurate in social change and well being. The movie "stills" and finally the movie "speak easilies" or more correctly, "Talkies," have had their part in supplying "extra curricular" education. As a result of the numerous changes that were taking place so rapidly, methods of manufacture were forced to keep pace.

One need not argue that the most elementary needs of human beings are food, clothing, and shelter. Until these are satisfied, no higher needs can develop. As men and women become more intelligent and more refined, they grow discontented with primitive types of food, shelter, and methods. Step by step as the human race has advanced in civilization its needs have become more and more numerous and varied. Purely material requirements being satisfied, other and higher demands arise. This becomes especially true with increased leisure time. The spiritual and social aspirations make their appearance. As man-

kind passes each stage in civilization, it finds, through the growing control over nature, that purely material wants can be satisfied with less and less exertion. Men gain their daily bread today with infinitely less effort than in primitive times. The chief reason is that they have learned to act collectively in mastering the forces of nature; in other words they have achieved a high degree of economic organization; even though the problem of a more equitable economic distribution is as perplexing as ever and requires the combined efforts of our greatest intellectual forces for solution.

The natural resources of the American continent were as great three hundred years ago as they are today; yet they were practically useless in satisfying human wants because the Red man would not and could not bestow his labor upon them. It remained for the white man to transform natural resources into economic goods. This he has done not only by the use of muscular exertion but also by the application of intelligence. In applying their labor to natural resources men soon found that the best results could be obtained by apportioning different tasks to different workers. The making of cloth is no longer a trade, but embodies a series of trades - that of the wool-carder, the spinner, the weaver, the fuller, the dyer, and the finisher. In a modern shoe factory there are more than twenty distinct operations in the making of a factory shoe, each requiring special skill on the part of the worker. In the whole of the Roman Empire it is said that only thirty-seven different trades and professions were in existence at that time. Today the number runs into the thousands; some having many hundred branches and divisions. It would be practically impossible to make a list of them all, although the Federal Government has a bulletin that lists most of them in classified form. This is the age of specialists. A single rubber plant in the United States makes more than thirty thousand different kinds of rubber products. Men no longer call themselves shoemakers but cutters, lasters, welters, sole-makers. Even in the engineering professions, considering only the major divisions, we have electrical engineers, civil engineers, mechanical engineers, locomotive engineers, stationary engineers, mining engineers, marine engineers, chemical engineers, and engineer-custodians (the janitor.)

Division of labor has brought many economic advantages. It enables the worker, by constant practice at a single operation, to acquire skill and dexterity. It enables almost every worker to find some task that he is able to do and for which he has a special liking and skill. But the elaborate dividing of labor which marks modern industry with its high degree of efficiency and cheaper consumers goods also had its defects. It increases the monotony and irksomeness of labor. It does not develop the mind. It prevents the development of all-round craftsmen, men who can turn their hands to a variety of things. Hence when a worker in a modern industry loses his regular employment, it is difficult for him to change to anything else. Confining one to the same, simple monotonous task daily is not conducive to an extension of intelligence; nor does great inspiration come for a man going daily the twenty-first operation of a routine process. Division of labor has come to stay, however, and in spite of all the disadvantages, the world is, on the whole, far better off for its coming. It has made the production of goods so much easier; so much cheaper to purchase.

It becomes our duty, then, to take society where we find it and see what has been done, is being done, or should be done to meet the

situation. More people have more time than ever before for leisure, regardless of their occupation; only isolated instances are exceptions. A working life is scarcely half as long as it was in 1900. Hence, general education becomes increasingly more important, since fewer employees are needed to produce the nation's goods and food supply, and migration is constantly on the increase. The condition described forced the raising of the compulsory school age, which increased many fold the attendance in our high schools and brought with it a variety of abilities, a high percentage of which could not carry successfully the traditional mathematics. With the wider expansion of our social and economic structures schools felt the burden by being called upon to include in their curricula a larger and larger number of subjects, both of an academic and vocational nature. The load in turn fell upon the individual students. It was found that they were being overburdened with too many things in their school lives and so a process of pruning began in many subjects, slowly at first.

World changes in mathematics have occurred since 1910 but the discussions and some early efforts began before that. Referring to one phase, the simplification of algebra, the pruning to which I referred earlier, involved the elimination of the following topics from the elementary course: the highest common factor by division, cube root by use of the formula, the general theory of the quadratic, complicated radicals. Further - the old ideas that "we must scientifically define all terms before they can safely be used" and "we must develop the subject logically" were replaced by a psychological development. In place of the dreaded topics new materials were added in somewhat the same manner as the growing tree would grow new and better shoots when properly cultivated. Work in informal geometry, meaningful formulas, graphs, numerical trigonometry in the ninth grade, and other similar and related materials have crept into the course in keeping with the needs of our modern complex society. The early introduction of coordinate geometry has made possible the teaching of calculus in some high schools and the functional relationship between variables is being emphasized in many texts and in mathematical writings as a necessary unifying element in keeping with a wider and more understandable knowledge of the problems of present day society.

Since the objectives of the teaching of mathematics have been shown in the body of this paper let us turn now to a few selections from some of the masters.

David Eugene Smith states that we study mathematics because it is linked up with a large number of branches of human knowledge; that it has a high degree of mental discipline; that it can be the poetry of the soul and has its poetic side as well as its practical; that it can rouse the soul to a contemplation of truths that endure; that it can make man conscious, as is possible in no other way, of his position in the universe about him; that it gives humanity a religious sense that cannot be fully developed without it; and finally, the history of mathematics is the history of the race.

From W. S. Schlaugh we note that mathematics contributes to direct self-preservation, indirect self-preservation or the earning of a living, social efficiency and citizenship, the pleasure of the individual, and a generous understanding of, and an insight into, economic, social and cosmic forces, and problems whose mastery is necessary for the continuing of human progress.

In an effort to meet such objectives as have been embodied in this paper a committee recently reporting on the revision of mathematics for a large city school system recommended that as much mathematics should be offered as will meet a legitimate demand, including as possibilities four years of traditional type mathematics (four semesters of algebra, three of geometry, and one of trigonometry.) In dividing the group of students at the beginning of their freshman year on the basis of their grade school record and a standardized test, each group about the same in number, the committee further recommended that the first group should be given the above program, and the second a program that emphasizes some aspects of arithmetic and some aspects of social mathematics, with opportunity for the more promising members of the second group to advance to the first group, after a semester or a year. Provision was also made for offering additional specialized courses in mathematics as the need warranted; an example being, a course in business mathematics for those seniors going directly into the business world.

This committee attuned to modern needs further recommended enrichment materials. On this point I quote:

"Possible material of this sort falls under two general headings: first: printed or mimeographed material for teachers; second, visual material for use with the pupils."

The first sort of enrichment material is widely scattered and is not readily available in quantity. Many individual teachers have collected a greater or lesser amount for themselves. It would be extremely valuable if it could be brought together, worked over, classified, mimeographed, and circulated to every high school mathematics teacher in the system. Such suggested materials which could be handled in this way are: suggested projects, with general instructions regarding procedure; practical applications of plane geometry; short quotations of value from books and non-technical magazines; mathematical recreations. The committee regards such work as sufficiently valuable and requiring a sufficient amount of time as to justify a recommendation that a competent person be attached to the Bureau of Curriculum for a period of not less than one semester nor (at present) more than one year to collect, organize, and circulate to every high school mathematics teacher in the system enrichment material of the first kind mentioned above.

"There is a dearth of mathematical material of the second sort, visual material for use with pupils. The only moving picture available is not regarded as satisfactory. There are almost no lantern slides. There are mathematical models which can be purchased....."

Some steps have been taken in the direction suggested in the above quotation by individual teachers. Various projects made by pupils in the several high schools exhibiting are put on display in the Adler Planetarium in Chicago. There has been some thought about placing some of the better pieces in the Halls of Mathematics in the Museum of Science and Industry in Chicago.

Last winter the Women's Mathematics Club of Chicago and vicinity sponsored an exhibit of posters and succeeded in getting nearly 200. These, for the most part, were made by art students in cooperation with the mathematical departments of their schools. They were put on

display in a large Loop department store and prizes were awarded. I doubt if I have ever seen a more inspiring sight of a school subject on display. The gamut of human progress in the scenes and thoughts depicted permeated every avenue of human endeavor. What has been done in Chicago has doubtless been duplicated in other places; we lay no claim to superiority; I am merely reporting what has been done to advance the subject of mathematics.

The samples that I am displaying are but meagre suggestions of the possibilities:

(Displayed Samples of Works and Drawings of Pupils)

THE OBJECTIVES OF RECENT DEVELOPMENTS IN CLASSROOM INSTRUCTION IN THE NINTH GRADE ARITHMETIC

by

Loren Young

My paper deals with the recent objectives of recent developments in ninth grade arithmetic or it perhaps should include the word mathematics instead of arithmetic.

To begin with, I should like to describe the particular school in which I am employed. The school has an enrollment of approximately 160, a yearly graduating class of close to 40 seniors. The last few years of statistical data reveal that perhaps five, or one-eighth of these graduates, continue their study in higher educational institutions while the remaining seven-eighths return to the principal industry of the community - agriculture. In other words, this type of rural high school has no industrial interests outside of a small cheese factory, filling stations, and taverns.

With this knowledge at hand, we have attempted to offer a mathematics course in the ninth grade with a purpose in view of offsetting the various adverse criticisms usually thrown at algebra. For instance, last year at a general session of this conference, a certain distinguished individual made the following statement, "We in ----- believe that a certain amount of English is good for anybody and a certain amount of mathematics isn't good for anybody." Three years ago, on St. Patrick's Day, we had about three minutes left after finishing the algebra assignment. One student suggested that a few Irish jokes would be appropriate and another individual, not knowing one on the Irish, told the following:

"A few years ago some psychologists became interested in a 19 year old boy, still in the sixth grade, out in Iowa. They decided to make a study of his case by finding out what happened to him ten years later - and were they surprised when the period of case study was over, to find him teaching ninth grade algebra."

The various criticisms have convinced us that some different type of mathematics should be offered in ninth grade. We considered the extreme method of giving the so-called practical math, but after having discussed its merits, we were told that in many cases, the students were not sufficiently motivated by a continuation of material they had been exposed to for eight years. I use the word "exposed" purposely since we realize in high school to expect the very

least ability along lines of fractions, decimals, per cent, etc., from the entering student. On the other hand, algebra as traditionally taught, was undesirable. Our school board continued to insist upon two years of required math, but their attitude was becoming skeptical. So the result was a compromise between the two subjects and a disregard for university opinion as to entrance requirements. Of the five students each year to enter higher institutions, an advanced math course was still open to them and after seeing the math retained by high school seniors in physics courses, we are wondering how much is even carried by the students into college, even though they have three year units of high school math.

The objectives set up for this type of course came under a heading of four major parts:

1. To Train the students to have the ability to perform certain fundamental operations. Since it is quite evident that even college students lack this ability, and the absolute need in everyday life is so evident, much emphasis is to be placed on drill and practical application. The correlation and application of both to arithmetic and algebra will be practical whenever the situation arises.

2. To make ninth grade math interesting to the students. Since learning depends greatly upon motivation, the subject must have interesting values.

3. To convince the pupils the value of mathematics. If this is accomplished, the subject will necessarily be interesting.

4. To awaken community interest. For any subject to survive and be useful, the community must realize the worthwhileness of the subject and have a heartfelt understanding of it.

Several means of obtaining these four objectives will now be described. Some have been highly successful, while others under varying circumstances were discouraging. If any of you are interested in questioning them, I will be glad to answer to the best of my ability, also your adverse criticism will be greatly appreciated. These methods are only temporary and will have their place in the course only long enough to prove their usefulness or worthlessness.

1. In the first place, the teacher must be an enthusiastic mathematics instructor. He has to believe in his subject and possess the ability to keep the class constantly interested in the discussion of progress. Any subject, mathematics or otherwise, cannot be successfully taught by an instructor who does not believe in his subject.

2. The second means to obtain the objectives is by using interesting practical material. To be both interesting and practical it must come from sources with which the students are familiar. One of the best examples of this would be finance buying. The easy-payment plan becomes something different when the six per cent interest of the bank is compared to the six per cent plan of General Motors. An automobile salesman's son got himself and me both in bad with the father, when the class discovered that a 12-year plan of paying for a new car might involve itself into 20 per cent interest. Insurance, taxes, and other common day topics may be used to a great advantage in arousing interest. The new crop control plan, when analyzed into a few

understandable parts, had a definite bearing upon both the agriculture and algebra classes.

3. We have a nice new algebra book to study, but its sole purpose is for reference work. The students are not given the next twenty problems after the last bell has rung; but in ample time they are referred to whenever the opportunity arises. It might be estimated that perhaps no problems are worked unless they can be demonstrated to the students that somewhere within the procedure lies a definite value.

4. At any time within the course, if a student suggests something to be done along mathematical lines, an attempt is made to take time out for this work. Instead of breaking up the units of the book at the end of each, await many suggestions. A skillful teacher can quite often get the student to make the suggestion and the results will be for the better. It appears that more time spent by the teacher in planning and less time in talking will gain higher results.

5. I may be giving the impression that this course is entirely arithmetic with no algebra. But instead the contrary is quite true. In place of throwing x to the third power and Y 's to the discouraged pupils, they are permitted to work the problems as best they know how and then to their surprise, algebra has been used, even though they hardly know how to spell the word. An example deals with the fact that so many of our citizens watch the Davenport sale ads and then race down to get in on the bargains, even though the prices may be higher on sale days. Suppose that a pair of shoes is selling for \$4, which is an advertised reduction of 15%; what was the price before the sale? Most students will take 15% of \$4 and add it to the price. Others will see that \$4 divided by 85% is the correct answer. Here is the opportunity to write an equation of $85x/100 = \$4.00$. Whenever definite unknown letters are used to represent, why use X and Y so much? Instead of that when solving for dollars, why wouldn't " d " have more meaning to them? Physics students have no difficulty in solving a formula for time if " t " is used in place of " x ".

6. The use of notebooks and books or tests have in some cases been encouraging and at other times discouraging. If the student realizes that these notes may be of aid on the next quiz, he will conscientiously copy them. As one boy said, "My dad is a construction engineer and he has a handbook. He doesn't memorize formulae, so why should I?" On the other hand, the students are not gaining sufficient confidence and without doubt there are many definite types of problems which the students should learn or memorize in order to be able to solve such when encountering them in later life.

7. In the small school where ability grouping is almost impossible, as parents don't care to know that their particular youngsters are in the dumbbell class or the nut room, differentiated assignments seem to bring forth desirable results. The student that accomplishes the most gets paid better. This lesson is obvious to the thirteen year old boy when he sees a successful man getting a higher salary than one who is not so fortunate. Below 70% is not considered failing if that is all the student is capable of earning. As one student stated the problem, "Even the W.P.A. worker gets paid despite the fact that he may have failed." If a test is given and out of ten problems the best student gets only six, which is the highest grade,

shouldn't he be given a good grade when you know that he is an A student?

8. To awaken community interests, an exhibit has proven an excellent possibility. Our school always has a science, manual arts, home economics, and agriculture display each year. When studying graphs, one student suggested a six months' curve for hog prices. Immediately, other students decided the corn price, weather temperatures, Board of Trade prices, etc., would make good subjects for graphing. As a result, every student had a project usually of a month's duration to work out and be exhibited the last week of school. For this event, graphs showing the rise and fall of hog prices from October 1 to April 1 were on display, accompanied by charts showing temperature, corn price, etc. It was interesting to note the expressions and statements of many farmers. For instance, one would say, "See how that line dips on the fifteenth of December? If I had sold those hogs five days earlier as I intended to, there would have been \$100 more in my pocket." Or some mother would wonder whether the seventh of January was actually colder than the tenth of February.

9. One day a timid little girl in the front row wanted the answer to a certain puzzle problem given by Prof. Quiz or Uncle Jim over the radio. Immediately the suggestion was made that a quiz program in algebra be given. The students appointed a chairman, two judges, and one time keeper. This committee of four selected about forty math problems and presented them to six contestants selected just before the program began. They had some difficulty in getting good questions but were aided by parents and especially by an elevator man in our town, who is constantly giving puzzle problems to his friends. I might add here that taking advantage of such a person has proven to be very helpful in our community.

The results of this quiz program, which was repeated six times, created great interest for pupils and naturally the parents learned of it as they were called upon to answer many problems. As time passed, more practical problems were used. Prizes were given part of the time.

In conclusion, I would like to say that the objectives of recent developments in classroom instruction in ninth grade math is toward a more practical goal. Instead of having school for only a few who will continue into higher branches, ninth grade mathematics has as its purpose the teaching of that material which will do the most for the greatest number of students.

* * *

THE OBJECTIVES OF RECENT DEVELOPMENTS IN CLASSROOM INSTRUCTION IN A ONE YEAR SCIENCE COURSE

by

A. R. Moore

According to the subject given me, my remarks are to be concerned not with the objectives of science instruction, but with the objectives of recent developments in science instruction with particular reference to senior science.

In the beginning I shall list a few of the recent developments in science instruction as I see them. This list has no new ideas. They have been a part of our educational theory for many years but I mention them here because during recent years they are moving slowly from the field of theory to practice. In other words, as far as classroom instruction is concerned, we consider as developments only those ideas which become a part of our classroom practice.

1. A growing awareness that methods and materials should be tested in terms of proper needs.
 - a. Depression has kept in school pupils who would leave school for employment.
 - b. Traditional science courses do not seem adequate or appropriate for them.
2. Attempts to adapt materials and instruction to pupils' ability.
 - a. In a study in our own school of pupils with intelligence scores of 80 or below, we found that the majority did not finish the first year and many of them were of age when they entered. After all, these pupils will be our voters and they may not be very friendly to our educational institutions which had nothing to offer them.
 - b. We placed in special classes last year pupils with scores below 80 who were indicated as retarded and of low ability by their elementary teachers. The drop out in these classes was about the same as for the withdrawals from the school as a whole.
3. More emphasis upon the so-called consumer science.
 - a. The statement has been made many times that we are educating our pupils to become scientific producers and totally neglecting the consumer angle. Even the practical aspect of our teaching about which we have heard so much for years is pointed toward the production phase.
 - b. Teachers everywhere talk now about making cosmetics and of testing this or that commercial product.
4. Increased emphasis upon the functional aspects of our teaching.
 - a. A committee of the North Central Association has been carrying on an experiment in functional health teaching for the past three years.
 - b. There is a growing feeling that pupils should desire to make use of what they have been taught as worthwhile. It is the often expressed objective of attitudes put into effect.

According to the subject given, my remarks are to be concerned with the objectives of science instruction, but with the objectives of recent developments in science instruction with particular reference to science education.

In the beginning I shall list a few of the recent developments in science instruction as I see them. This list has no new ideas. They have been a part of our educational theory for many years but I mention them here because during recent years they are moving slowly from the field of theory to practice. In other words, as far as classroom instruction is concerned, we consider as developments only those ideas which become a part of our classroom practices.

1. A growing awareness that methods and materials should be tested in terms of proper needs.
- a. Instruction has kept in school pupils who would leave school for employment.
- b. Traditional science courses do not seem adequate or appropriate for them.

2. Attempts to adapt materials and instruction to pupils' ability.

- a. In a study in our own school of pupils with intelligence scores of 100 or below, we found that the majority did not finish the first year and many of them were of age when they entered. After all, these pupils will be our voters and they may not be very friendly to our educational institutions which had nothing to offer them.
- b. We placed in special classes last year pupils with scores below 80 who were interested as researchers and of low ability by their elementary teachers. The drop out in these classes was about the same as for the withdrawal from the school as a whole.

3. More emphasis upon the so-called consumer science.
- a. The statement has been made many times that we are doing our pupils to become scientific producers and consumers by neglecting the consumer side. From the practical point of our teaching about which we have heard so much for years is placed toward the production phase.
- b. Teachers everywhere talk now about making consumers and of teaching this or that commercial product.

- a. A committee of the North Central Association has been trying on an experiment in fundamental health teaching for the past three years.
- b. There is a growing feeling that pupils should be made use of what they have been taught as worthwhile. It is the often expressed objection of setting up a list of

5. More emphasis upon training pupils in the scientific method or in scientific thinking.
 - a. We are becoming aware of this need by the type of advertising that is bringing results over the radio.
 - b. The Yearbook of the Science Section of the NEA was almost entirely on this subject two years ago.
6. Increased teaching by busywork methods as exemplified by the majority of our science workbooks.

In an attempt to meet some of these new developments or aims there has emerged within the last few years a course in the physical sciences which is somewhat of a departure from our traditional science courses. The subject has received various titles such as Senior Science, Descriptive Science of one kind or another, and Physical Science. The majority of us know it as a one-year course in chemistry and physics, with physiography sometimes included. It has been called Glorified General Science or Condensed Chemistry and Physics depending largely upon the text inspected or the attitude of the teacher toward this type of course.

What are some of the aims claimed for this course? To quote from the authors of one of the texts now on the market they are:

1. To establish understandings of basic principles.
2. To show how scientific discoveries explain natural phenomena.
3. To demonstrate the way in which inventions evolve from scientific principles.
4. To acquaint the student with the scientific method.
5. To trace the historical growth of scientific knowledge.

These might well be the general objectives for a course in chemistry or physics. However, I heartily approve of these objectives for the new course.

I know there has been and is now a feeling abroad that the course in physical science is and should be largely concerned with the applications of the special sciences. Perhaps this opinion originated with the discussion of whether or not the physical science course should be intensive or extensive, the interpretation of the latter being a course in applications.

However, I believe that science teachers are pretty well agreed that in the upper years of the secondary school we hope to teach primarily the principles of science rather than the applications and that the applications are important as a means of assisting in teaching the understanding of the principle may be applied, and of testing to see if the pupil really understands and can correctly use the principle.

To come still closer to our subject let us list some of the reasons why the physical science courses are being introduced into our schools.

1. A downward extension of the survey idea of the junior college which has had considerable popularity during the last few years.

2. More emphasis upon training pupils in the scientific method or in scientific thinking.
3. We are becoming aware of this need by the type of advice the text is bringing forward over the years.
4. The textbook of the Science Section of the NBE was almost entirely on this subject two years ago.

5. Increased teaching by discovery methods as exemplified by the activity of our science workbooks.

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What are some of the aims claimed for this course? To come from the authors of one of the series now on the market they are:

1. To establish understandings of basic principles.
2. To show how scientific discovery is made.
3. To demonstrate the way in which invention is made.
4. To acquaint the student with the scientific method.
5. To train the student in the scientific attitude.

These might well be the general objectives for a course in science or physics. Now, I heartily approve of these objectives for the new course.

I know there has been and is now a feeling abroad that the course in physical science is not really a science course. The question is not whether it is a science course or not, but whether it is a course in the physical sciences. The question is not whether it is a science course or not, but whether it is a course in the physical sciences. The question is not whether it is a science course or not, but whether it is a course in the physical sciences.

However, I believe that science teachers are really well aware of the importance of the scientific method in the study of science. The question is not whether it is a science course or not, but whether it is a course in the physical sciences. The question is not whether it is a science course or not, but whether it is a course in the physical sciences.

To come still closer to our subject let us list some of the reasons why the physical science course is being introduced in our schools.

1. A downward extension of the survey idea of the physical sciences which has had considerable popularity during the 1920's.

2. To compensate for a gradual loss in relative enrollments in chemistry and physics coupled with a feeling that perhaps this is an indication that we are not offering in these subjects what many pupils need.
 - a. I know that there is still a tendency to question the importance of this statement. The majority of us have believed that lower enrollment in physics is due to more offerings in the curriculum within the last 15 or 20 years. However, a comparison between recent dates and within the period in which these many new choices have been in the curriculum shows a continued decline in enrollment in chemistry and physics.

This data from a table in the June 1937 issue of School Life confirms this statement.

1928 - 13 pupils of 29 enrolled took science - 45%.
1934 - 21 pupils of 54 " " " " - 39%

1928 - 1 pupil of 7 enrolled took Chemistry or Physics.
1934 - 1 pupil of 9 enrolled took Chemistry of Physics.

1928 - 1 pupil of 14 enrolled took physics.
1934 - 1 pupil of 18 enrolled took physics.
Same data for Chemistry.

Of all those enrolled in all science subjects in:
1928 - 1 pupil of 6 took Chemistry 1 of 7 took Physics.

1934 - 1 pupil of 6 took Chemistry 1 of 8 took Physics.

3. An attempt to adjust instruction and materials to pupils' ability.
 - a. Percent of failure have been high in chemistry and physics.
 - b. Teachers have complained about the necessity of lowering standards to prevent excessive failures and this, of course, opened the gate to more poor students in the future.
4. An attempt to get the dead wood out of Chemistry and Physics.
5. An attempt to integrate the chemistry and physics as giving a truer picture of the physical world.
6. The growing belief as expressed by the physical science committee of the high school conference in Mr. Howard's report of last fall that general science as now taught should be left to the elementary schools thus making a place for a general science course in the upper years of the high school.
7. A more liberal attitude on the part of our accrediting agencies which until recent years was one of the biggest obstacles to educational progress in our secondary schools.

14-
in comparison for a period of 10 years in the same
direction and physics covered with a total of 10 years.

At the same time, it is a matter of fact that the
importance of this statement. The number of the
of the lower enrollment in physics is 10 to 10
of the physics in the same direction within 10 years.
However, a comparison between the two periods
within the period in which there were no students
in the same direction shows a continued decline in the
enrollment in chemistry and physics.

15-
This data from a table in the 1977 issue of Science
also confirms this statement.

1978 - 10 pupils of 92 enrolled took science - 10
1979 - 91 pupils of 92

1980 - 1 pupil of 7 enrolled took chemistry of
physics.

1981 - 1 pupil of 9 enrolled took chemistry of
physics.

1982 - 1 pupil of 10 enrolled took physics.
1983 - 1 pupil of 10 enrolled took physics.
Same data for Chemistry.

Of all those enrolled in all science subjects in
of the 10 pupils of 9 took chemistry 1 of 9 took
physics.

1984 - 1 pupil of 9 took chemistry 1 of 9 took
physics.

3. An attempt to adjust instruction and materials to physics
activity.

4. Percent of teachers have been high in chemistry and physics
activity.

5. Teachers have complained about the necessity of learning
chemistry to prevent excessive failures and this of
course opened the gate to more poor students in the
future.

6. An attempt to get the best word out of Chemistry and Physics
activity.

7. An attempt to integrate the chemistry and physics as a
single picture of the physical world.

8. The number of pupils in the same direction within 10 years
of the physics in the same direction within 10 years.
However, a comparison between the two periods
within the period in which there were no students
in the same direction shows a continued decline in the
enrollment in chemistry and physics.

9. A new linear attitude on the part of our government
and the same attitude present years was one of the reasons
for the decline in the number of students in the same
direction within 10 years.

We were requested to bring to this meeting our own classroom experiences. Therefore, I shall say a few words about our course in physical science.

To get down to brass tacks, what were our specific reasons for introducing the course? We had in mind the serving of two groups of pupils.

1. The pupils who wished to take chemistry or physics but would fail. We have experienced the same failure problem as other schools and with an enrollment of 600 pupils in physics the number of failures is something to worry about. We have tried special classes for failures and they have proven fairly satisfactory but this was not preventing the first failure, it was merely preventing a repetition of the first failure. Of course, we were interested, too, in removing these pupils from our regular classes.
2. Those pupils who were not now taking physics or chemistry. We were interested particularly in pupils in commercial and general courses. A study of the curriculum requirements of commercial courses showed that they could not spend 7 periods a week for two years in the study of chemistry and physics; moreover a great many of them could not meet the math requirement. Yet we believed that some familiarity with the principles and terminology of the sciences was essential in the business world. Practically no girls took physics in spite of the fact that we offered a special class for them. Industrial arts pupils were encouraged to take these subjects by their shop teachers.

Did we realize these aims? You will note that our aims were very practical. We were meeting what we thought were immediate needs. You can imagine with what misgivings we saw our pet subjects, aristocrats of the curriculum debased to the extent that almost any pupil could take them and succeed.

We believe we failed in eliminating the poor students from chemistry and physics. Perhaps one year is too short a time in which to make this observation. There has been no appreciable decrease in enrollment in physics and we have one more class in chemistry with the total high-school enrollment remaining stationary. Our class in physics for girls will be discontinued next year because of lack of numbers, but whether or not this is due to the physical science we do not know, but I suspect that it is. All of this in spite of the fact that our enrollment in physical science has increased from 25 the first semester to 70 the second semester, and 111 the first semester of next year.

Moreover, if the poorer students were changing to physical science we would expect these classes to have a greater proportion of pupils with low intelligence scores which we do not find to be the case as I shall show a little later.

It seems, therefore, that the pupils who will register in chemistry and physics and will not succeed, will not of their own accord choose to take the physical science, although it is perhaps a little early for me to draw that conclusion. We have planned for next semester to try to find as early as possible in the semester the pupils in

My own experience is that it is not possible to get down to brass tacks, what were our specific reasons for... I shall say a few words about our course in physical science.

To get down to brass tacks, what were our specific reasons for... of pupils.

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3. We were anxious to have our pupils... We were anxious to have our pupils... could take them and succeed.

4. We believe in giving an illuminating... in which to... There has been no appreciable decrease in the enrollment in physics and we have one more class in chemistry with the total high-school enrollment remaining satisfactory. Our class in physics for girls will be discontinued next year because of lack of numbers, but whether or not this is due to the physical science we do not know, but I suggest that it is. All of this in spite of the fact that our enrollment in physical science has increased from 25 the first semester to 70 the second semester, and all the first semester of next year.

5. We would expect these classes to have a greater proportion of pupils with low intelligence scores which we do not find to be the case as I shall show a little later.

6. We expect that the pupils who will succeed in physics and chemistry will not succeed, while of their own accord they to take the physical sciences, although it is perhaps a little early for me to draw that conclusion. We have planned for next semester to try to find out early in the semester what pupils are doing.

chemistry and physics who are likely to fail because of lack of ability and urge them to transfer to the physical science.

We seem to be realizing in a small way our second specific aim of reaching a greater percentage of the school population. As stated above, the enrollment in the physical science has increased from 25 to 111 in one year without a decrease in the enrollment in chemistry and physics.

Who are the pupils who are entering physical science:

Last semester:

70 enrolled, 26% college preparatory, 74% not, 60% general or commercial.

Next semester:

111 enrolled, the percentages were same within few tenths.

Last semester:

70 enrolled, 25 girls.

111 enrolled, 55 girls.

It is interesting to note that about 50% of the enrollment in physical science for next semester is girls, while girls make up about 6% of the enrollment in physics.

We believed in the beginning that we would have, on the average, pupils of low ability in this new subject. However, this was not the case.

Last semester:

Average score 162 - median 101 - range 80 to 123.

Next semester:

Average score 103 - median 103 - range 80 to 127.

The average and median scores are about the same as for the school as a whole although there are none of the exceptionally high scores. In other words, we seem to be receiving average pupils as far as intelligence scores indicate. About 10% of the pupils are, however, pupils who had many failures in other subjects.

I want to emphasize our belief that this physical science course should not degenerate into the study of applications as an objective. We must not allow the few textbooks now written to shape our objectives. The major aims and objectives of physical science must be those of our other sciences of the upper years of the high school. We must stick to the teaching of principles, simple and few that they may be, and to the teaching of the scientific method. Who am I that I can prophesy what applications will be important to these pupils ten years from now.

"All Things Considered" - by Howard Vincent O'Brien
April 6, 1938, Chicago Daily News.

"The Du Pont Company was at one time largely dependent on its business in explosives. Today, practically all its income is derived from products of common use - many of them products unknown a decade ago. It employs 18,000

ability and urge them to transfer to the physical sciences.
 We seem to be realizing in a small way our second objective in the
 teaching a greater percentage of the school population is placed
 above the enrollment in the physical sciences has increased from 25
 to 31 in one year. A similar increase in the enrollment in
 try and physics.

Who are the pupils who are entering physical sciences?
 Last semester:
 70 enrolled; 600 college preparatory, 175 not, 600 General
 or commercial.

Next semester:
 111 enrolled, the percentages were some what lower than last.
 Last semester:
 70 enrolled, 25 girls.
 111 enrolled, 25 girls.

It is interesting to note that about 5% of the enrollment in
 physical science for next semester is girls, which is the same as
 about 5% of the enrollment in physics.

We believed in the beginning that we would have, on the average,
 pupils of low ability in this new subject. However, this was not the
 case.

Last semester:
 Average score 107 - median 107 - range 81 to 127.
 This semester:
 Average score 107 - median 107 - range 81 to 127.

The average and median scores are about the same as for the
 school as a whole although there are some of the exceptionally high
 scores. In other words, we seem to be receiving average pupils as
 far as intelligence scores indicate. About 1% of the pupils are,
 however, pupils who had made failures in other subjects.

I want to emphasize our belief that this physical science course
 should not be regarded as the first of significance in an education.
 We must not allow the few pupils who are placed in these courses
 lives. The major aims and objectives of physical science must be
 of our other subjects in the upper years of the high school. We must
 wish in the training of pupils, that we may have this year
 and in the teaching of the scientific method, but as I said I am
 confident that significant will be required in these pupils for
 years from now.

All Physics Course - by Howard Vincent D'Arbigny
 April 6, 1938, Chicago Daily News

The Du Pont Company was at one time largely dependent
 on the business of explosives. Today, practically all the
 income is derived from products of modern war - such as
 from products of modern war. It makes no sense

workers making things that did not exist in 1929. Competent authorities estimate that at least a third of our total factory production is of goods unknown when you and I were boys.

"Consider my own business. We no longer make many of the things we used to make and some of our most profitable lines are in commodities we did not think of making as recently as five years ago. The whole character of our business has altered. It continues to alter. Knowing it as intimately as I do, I could not possibly prophesy what we shall be making ten years hence. What part of the 10,000 new metal alloys, discovered in the last few years shall we be using? I do not know. How many of the quarter-million new chemical compounds will have a place on our production lines? I do not know."

I know, too, that there is a feeling that no real chemistry or physics can be taught in this abbreviated course. I heard a well known educator say this past winter that it isn't so important that we teach pupils a great amount of subject matter as it is how we teach them the little we may find it possible to teach.

To summarize: the major objectives of this one-year course from the standpoint of science should be those of the science courses of the upper years of the high school.

The aims for the development of this course, while it is our chief subject here, have been:

1. To reach a greater proportion of our school enrollment.
2. To better adapt material and instruction to the abilities of pupils, especially those who do not succeed in our traditional courses.
3. To better adapt material and instruction to pupils' needs and interests.
4. To integrate the chemistry and physics as giving a truer picture of the physical world.

* * *

QUESTION: What percentage of pupils, Mr. Urbancek, would you say, made and turned in projects of the type you have showed us?

MR. URBANCEK: I would say that the greater majority of students made these projects; however, some, or most of them were of the inferior type. Just a small percentage of the better ones in the class were represented. In the exhibit sponsored by the Women's Mathematics Club of Chicago, about which I formerly spoke, nearly 200 posters were exhibited. These posters, for the most part, were made by students of Lane Technical High School.

QUESTION: Mr. Young, just what do you expect of a mathematics student just entering high school? What abilities along mathematical lines do you think he should have?

MR. YOUNG: About all I expect from my beginning students is the ability to add, subtract, multiply, and divide to a certain extent. That, and a willingness to absorb more knowledge along these lines.

MR. HICKMAN: Mr. Young, you may consider yourself lucky if your students are able to add, subtract, multiply, to work with fractions, decimals, ratios and proportions.

QUESTION: Don't you think that the fundamentals of mathematics - subtraction, addition, multiplication, and division, should be instilled in the minds of the pupils before they enter high school? It seems to me that the fault lies with the elementary schools, in not teaching these pupils, at an early stage in the game, these fundamentals.

ANSWER: Fractions, especially, are difficult for the elementary school student to master, and it seems to me that the training in the lower grades is inadequate.

ANSWER: It seems to me that no matter how adequate or inadequate the elementary school training along these lines is, the average student, by the time he has reached high school age, has ceased to retain what little he may have absorbed. This is what makes it so difficult for the high school mathematics department - these fundamentals must be re-taught to the pupils after they enter the ninth grade.

QUESTION: Will someone please tell me why, in the solving of physics problems, such outlandishly large numbers as 7,638,416 and 6,439,543 must be used? A student may puzzle for hours and hours over a problem which the teacher has condemned as wrong, and the mistake is, nine times out of ten, in the mathematical computation, rather than in the principle of physics.

The question arises, which is more important - the mathematical process or the principle which is to be learned? It seems to me that the principle is the most important factor, so why can't small numbers be used to illustrate - numbers which won't cause so many errors in the computation? After all, it is the principle which we want the student to retain - not the actual numbers used.

CHAIRMAN: Are there any more questions to be discussed this afternoon?

I realize that it is terribly hot and uncomfortable in here, so if someone will please move for adjournment, we will repair to the out-of-doors.

* * *

300 Mathematics Building
July 13, 1938
2:00 p.m.

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Mr. HICKMAN: Mr. Tamm, you may consider yourself absent from the session and also to the subject matter, to work with the students, ratios and proportions.

QUESTION: Don't you think that the fundamental of mathematics, arithmetic, algebra, geometry, and statistics should be included in the work of the high school? It seems to me that the ratio lies with the elementary school; in fact, teaching these things, at an early stage in the high school course.

ANSWER: Proportions, especially, are difficult for the elementary school teacher to master, and it seems to me that the teaching in the lower grades is inadequate.

ANSWER: It seems to me that no matter how adequate on these grade the elementary school teaching along these lines is, the average student, by the time he has reached high school, has reached a point where he is not interested. This is what we call a difficult for the high school mathematics department - from the point of view of the high school mathematics department, the student must be brought to the point where he is interested in the subject.

QUESTION: Will someone please tell me why, in the study of physics, we have such a difficulty in understanding the principles of physics? I, too, have been asked by a student why physics is so hard to understand. A student may puzzle for hours and hours over a problem which the teacher has considered as wrong, and the mistake is in the time of ten, in the mathematical computation, rather than in the principle of physics.

The question arises, which is more important in the mathematics, the principle or the formula? Which is the formula? It seems to me that the formula is the easy part, and the principle is the hard part. Numbers are used to illustrate - numbers which won't cause so many errors in the computation. After all, it is the principle which is the hard part to master - not the actual computation.

ANSWER: The same old question as to whether it is the principle or the formula.

I realize that it is terribly hot and uncomfortable in here, so if anyone will please move to the back of the room, it will be appreciated.

100 Mathematics Building
July 13, 1938
2:00 p.m.

All publications should be sent to the attention of the Editor, and should be addressed to the Editor, 100 Mathematics Building, Chicago, Illinois.

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 8

ELEMENTARY AND RURAL SCHOOL GROUP

- SUBJECT: A. Materials That Enrich Classroom Instruction:
What Are They? How Can They Be Used to
Supplement the Textbook Effectively?
B. Stimulating Creative Work.

CHAIRMAN G. W. REAGAN: I assume you are all provided with copies of the program which was distributed to you this afternoon. The first topic - Materials that Enrich Classroom Instruction - is the one that is of major importance in this conference. The general discussion of the other topic - stimulating teaching work - is listed on the program for the session tomorrow afternoon. The first address on this session is to be made by Mr. Glen Darnaby, Principal of Franklin School, Pekin, Illinois.

TRAINING CHILDREN TO USE SOURCE MATERIALS

by

Glen Darnaby

Perhaps the colored minister had very good success with his sermon when he explained, "I tells them what I am going to tell them, then I tells it to them, then I tells them what I told them."

This experiment has to do with the supply of geography material. I wanted to see what could be done by taking a child to the library. The first problem was to see if children could learn to go there and find what they wanted to investigate. I took a copy of the Readers' Guide and explained some of the features of it. I expressed the opinion that the recent information on topics showed the date of publication. Then I explained what we meant by periodicals and how to use them.

The next evening I took my small group of 6A boys and girls to the library. I gave them copies of the Readers' Guide assuming that they would know how to use them. After several evenings the children were able to go through the Readers' Guide and find information about different subjects. One of the first problems we attempted to study was the Panama Canal. Was it being successful? Was the depression destroying the revenue too much? Our library did not have the material that the Readers' Guide referred us to. We found one or two articles on this topic, but those were not written for children. I think the child would use the Readers' Guide if he could understand the material in the periodicals to which the Guide referred. Perhaps some of these articles were too deep. Perhaps some of those folks who have written these articles would find it worthwhile to try to teach children in the sixth grade how to use the Readers' Guide.

In the second part of the experiment I used this book called "Statistical Aspects of the United States." You may get it from the Superintendent of Documents, at a cost of \$1.50. I call attention to the copyright, the date of copyright, and then the fact that

THE READING AND READING GROUP

A. READING THE READING GROUP
B. Stimulating Creative Work

TRAINING CHILDREN TO USE READING MATERIALS

Using Materials

Perhaps the colored children had very good success with the book when he explained, "I tell them when I am going to read, then I tell it to them, then I tell them what I told them."

The next evening I took my small group of 64 boys and girls to the library. I gave them copies of the Reading Guide and asked them to read it. After several evenings the children would know how to use them. One of the first problems we attempted to solve was the problem of the Reading Guide. Was it being successful? Was the Reading Guide too much? Our library did not have too many copies of the Reading Guide. We found one on the shelves on this topic. These were not written for children. Some of these articles were too deep. Perhaps some of these articles have written these articles would find it worthwhile to try to read them in the sixth grade how to use the Reading Guide.

In the second part of the afternoon I read this book called "Educational Aspects of the Reading Guide." It was written by a group of teachers, at a cost of \$1.50. I will recommend

whatever appeared in a textbook did not necessarily happen in 1938. It may be that the writer had to go back to 1936 or even earlier to get the material. As a result, the latest textbook we have in our room, with a copyright of 1934, might go back to 1932.

To illustrate, however: where we were made to supplement, we used a workbook in geography. What percentage of the world's cotton supply does the United States produce? I sent the children to the textbook, and they found in a 1934 edition that the United States produces over one-half of the cotton supply of the world. That was true for the time being; perhaps it isn't true of this year. That information came from a textbook which was based upon data in 1933 and 1934. In order to find more information or keep up with current facts, more recent enlistings should be cultivated. The World Almanac is given to the child. Perhaps in here he can find the amount of cotton the United States raises. He turned to it and could find nothing about cotton there. It was necessary to show him how to look for information in the index. The index showed him how to read the tables and he finally found the answer - the government in 1936 produced nearly one-half of the cotton. Perhaps he will forget that fact; perhaps he will remember that he can go to this source and find recent data or check up on any current information.

I don't think we use many of the facts we learned in geography. I did not learn the names of the counties in Illinois and my instructor thought me a bit dumb. We have been forced to remember these facts: how to find new information, how to keep from making incorrect statements and from drawing false conclusions.

Some time later, someone asked in the class, "Does Illinois raise the most corn?" Of course, the children might find in some textbooks that Illinois does raise the most corn, but that may not be so today. So we have to be careful how we take the information we find in textbooks. The child may find facts about the product without any help this time. He may find Ohio and Illinois richer with a very narrow margin between the two. A few charts were illustrated. There is a bit of modernistic art on this one. (Charts are shown.) (I want to explain that if some of these charts are a little bit ruined, it is because I packed them in the trunk and it rained.) I think sometimes the children believe when they study about the corn belt that this section raises corn and the rest of the United States doesn't. I asked just where corn was raised, who raised it, and how much was raised? Using World Almanac and the Readers' Guide, we made these charts. I told them to place corn wherever they thought it should be. This is their first use of the graph.

I also had them make a circular graph. This graph will have to be practically worked out by the teacher. It is necessary to explain, to show proportion, how to figure percentage, and place the degrees. It isn't the type of graph, I agree, to have children make very much of. It requires a great deal of time, however. The following question went to the 6B group: study the literature to see why the little man produces but a little bit of corn? In comparing the two that doesn't tell the whole story. The 6A class, having studied certain states, was able to conclude that the low production in southern states was due to the shortage of rain.

Going back to the study of cotton in the United States: we made two other graphs, one showing the world production. One boy showed

developments every year in his graph. Of course, I had to help him work out the scale both for the amount and for the year. Most of the work was carried out by the children. This is about the best graph I could get hold of. I had statistics available from 1922 in groups of five years. These two show the picture in general (Comparing maps.) There was one year back about 1911 or 1920 when the United States did not produce as much cotton as other countries. The children were interested, enjoying the work they were doing. We worked in committees. We sent one committee to find information and where it was gathered.

Some of the children, especially one boy of 15, were very poor in reading, but very good in reasoning things out, in showing relations, and in making graphs. This opened up to him an avenue where textbooks were not contributing anything. While working on this chart, he would come to me with information and say, "Is that right?" Not being sure, he would go again and check and check until he was sure it was correct. I gave that boy a problem in arithmetic, which he dislikes. He forgot he was working arithmetic. He assured me that it was all right. However, I could see some good effects in arithmetic, because he would go right after it. Another boy had some trouble in the arithmetic of working out the scale - it meant quite a bit of dividing.

In finding the production of cotton or corn in this big area, search for the amount of corn produced in the various state crops. The sections of this book are not grouped as those of textbooks are. Newark, New Jersey, is listed as a Middle Atlantic state; Pennsylvania is not listed. What can you find out about it? They finally went ahead without it. I attempted to explain to them that the states were grouped in various ways, according to the way in which one might want to study them. Searching for a number of Atlantic States, Pacific States, and Northern States, they would have to watch the table.

There was one other chart made which showed the cotton produced in different states. The biggest problem, of course, was to get the scales made for it. We did not work on this a great deal. We had it in the latter part of the semester.

In conclusion I say that they can use the statistics in the World Almanac. I think if they are taught how to use it in the sixth grade, by the time they reach the higher school, they will know how to find the truth. I think our social studies are teaching them to make their decisions from facts, rather than allowing their emotions to carry them away. If there are any questions, I shall be glad to attempt to answer them.

CREATIVE MUSIC

by

Ada B. Smith

Byron has said: "There's music in the sighing of a reed,
There's music in the gushing of a rill,
There's music in all things if men had ears,
The earth is but an echo of the spheres."

developments every year in his group. Of course, I had to help him work out the scale down for the amount and for the year. Most of the work was carried out by the children. This is about the best work I could get hold of. I had statistics available from 1911 to 1921 of five years. These show the picture in general (Coppermine mine). There was one year back about 1911 or 1912 when the mine started and not produced as much cotton as other countries. The child was very busy, trying to get the information and where it was gathered.

Some of the children, especially one boy of 12, were very busy in working. They were very busy in making things, in making things, and in making things. This opened up to him an entire world of textbooks were not contributing anything. While working on this chart, he would come to me with information and say, "Is that right?" Not being sure, he would go again and check and check and check until he was sure it was correct. I gave him a very good arithmetic, which he disliked. He forgot he was working arithmetic. He answered me that it was all right. However, I could see some good effects in that it was all right. Because he would go right after it. Another boy had some trouble in the arithmetic of working out the scale - it was quite a bit of dividing.

In finding the production of cotton or corn in this big area, search for the amount of corn produced in the various states. The statistics of this book are not grouped as those of textbooks. However, New Jersey, is listed as a Middle Atlantic state; Pennsylvania is not listed. What can you find out about it? They finally went ahead without it. I recommended to explain to them that the states were grouped in this way. It is very important to know the states are grouped in this way. It is very important to know the states are grouped in this way.

There was one other chart which showed the cotton produced in different states. The biggest problem of course, was to get the scales made for it. We did not work on this chart at all. We had it in the latter part of the semester.

In conclusion I say that they can use the statistics in the World Almanac. I think if they are taught how to use it in the right way, they will find the right answer. I think our social studies are teaching them to find the truth. I think our social studies are teaching them to make their decisions from facts, rather than allowing their emotions to carry them away. If there are any questions, I shall be glad to attempt to answer them.

CREATIVE MUSIC

Lee B. Smith

Byron has said: "There's music in the singing of a rook,
There's music in the quacking of a mall,
There's music in all things if men had eyes,
The earth is but an omelette of the spheres."

Modern educators feel that the education of today must educate the whole child, not just his reasoning ability; it must educate his physical, emotional, and social reactions as well. The greatest social unrest is found among those people who have been unable to find beauty and joy in their environment and work. The cultivation of the beautiful not only makes for a richer, fuller living for the present but for emotional stability for all time. Because of its intrinsic appeal, music is able to bridge many gaps from the sordid to the beautiful through lovely melodies and harmonic combinations, thus tending towards stabilizing emotions. It may stimulate the intellect through structural aspects and historical qualities, and lastly it has power to furnish and accentuate rhythm for use from the physical aspect.

Music should, then, from the point of view of progressive education, serve very largely in making the whole child educated. If music in the elementary school can be made a series of pleasurable meaningful experiences which are added to in Junior and Senior High, there seems little reason why in life itself the grown child will not seek self-expression in the activity which has already brought him much joy and satisfaction.

For several years creative expression has been emphasized in the fields of literature and art. Only within the last decade has it been recognized as having a very fertile field in music.

Since individuals meet new situations with the results of the accumulations of past experiences, each new response may be called creative. Especially can this point of view permeate music activities. In the singing of songs for pleasure the individual interpretation may be thought of as creative. In listening, during appreciation lessons the individual responses should be as varied as the number of listeners. In fact, the material for the listening lesson should not be so stereotyped as to hold the child mind bound in such a way that creativeness cannot enter.

With children who have been allowed a certain amount of creative freedom, it is not at all difficult to get in return, after a few suggestions, much more worth while suggestions concerning an approved composition than the average adult can easily conceive.

In past years it has been readily accepted that only the select few could create, the rest of society being allowed to participate and perhaps enjoy in some small measure the work of others. As time goes on, however, more avenues of participation and creativeness are being opened to the majority. Perhaps there will still be only a few geniuses who make the real poetry, music, literature, and art of this generation but the enjoyment of participation has certainly been increased in a very large measure. If one will note the great number of really good grade and High School bands, choruses, and other musical organizations of today it would not be difficult to see that many more are engaged in the actual job of creating.

In the day when children were seen and not heard, the idea of creating went unrecognized but there are many, many instances in which the child from earliest childhood displays his creative ability. Betty, a child of three, was in the garden watching the mother wren go in and out her house. The father wren was sitting nearby singing lustily. On being told that the father wren was singing for the mother wren,

Betty said, "I'd like to sing for that bird," With only the encouragement of an "all right," she, too, sang her own tune and words, a purely spontaneous, emotional expression. If an expression of this type could be fostered in Betty and in all children, surely the whole educational process would be much more helpful.

Just the other day I was sitting in a garden when I heard a voice on the other side of the high hedge singing "Mr. Puddle, you're in a muddle." I quietly followed the voice and peeped through the hedge to see a child not more than four years of age jumping back and forth across a small puddle of water, still singing the monotonous little chant. It did have rhythm and it was undoubtedly creative.

Still another illustration: a very young child attracted attention not long ago by saying, "Ooh! Cold!" It being a very warm day her statement was looked upon with a bit of concern. It so happened that an open bottle stood on the same shelf with an oscillating electric fan. As the breeze from the fan came across the top of the bottle a noise very much like the low moaning of the wind in winter was produced. The sound had reminded the child of cold weather. What a fine opportunity this incident presented in showing the possibilities of tunes with bottles, glasses, etc., and stimulating creative expression.

I could go on with numerous examples but all of us who have dealt with children know the many signs which present themselves and if properly guided result in creative efforts.

These examples have come from the lives of the pre-school child. What about creative ability in the elementary school? True, the older the child the less willing he is to express himself creatively unless this expression has been fostered. It may take some time to develop the results the teacher wants but results can be had even with an initial trial.

In kindergarten or first grade the average child is normally a happy, spontaneous, little busybody. Much of the program of music appreciation for the child from kindergarten through third grade is built about rhythm and mood. Herein lies the creative opportunity. The understanding teacher will watch for the rhythmical patterns which the child himself establishes and if the teacher is musically inclined she will attempt to reproduce those rhythms in a tuneful manner by means of an instrument or perhaps the singing voice. Children will very often be quite satisfied with making up their own tunes.

Grace, spontaneity and freedom of movement are not such important achievements in themselves; that is for musical purposes. They are most meaningful when they come as a result of the child completely losing himself in the music's appeal through mood and beauty.

The rhythm band furnishes an environment which further motivates creative work in two different ways. (1) The teacher should always be careful to keep herself or her interpretation in the background and not get between the child and his music. By this I mean that whether the composition be played on victrola or piano, when the triangle should be struck or when the rhythm sticks used, or any of the various instruments should be the child's own interpretation, hence creative. Of course the teacher should always be on hand to guide.

...the other day I was sitting in a room where I heard a voice on the other side of the high hedge singing "The Road to the Sea". I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice. I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice.

Just the other day I was sitting in a room where I heard a voice on the other side of the high hedge singing "The Road to the Sea". I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice. I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice.

Still another illustration: a very young child approached me and said, "Oh! Cold! It's very cold today." I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice. I was not sure if it was a child or an adult, but I was sure it was a very beautiful voice.

I could go on with numerous examples but all of us who have been with children in the classroom know that if properly guided, results in creative expression. I could go on with numerous examples but all of us who have been with children in the classroom know that if properly guided, results in creative expression.

In kindergarten the child's world is not only a world of objects, but a world of people. The child's world is not only a world of objects, but a world of people. The child's world is not only a world of objects, but a world of people.

and freedom of movement and the child's world is not only a world of objects, but a world of people. The child's world is not only a world of objects, but a world of people.

The teacher's role is to provide an environment which is rich in experiences and to guide the child's learning. The teacher's role is to provide an environment which is rich in experiences and to guide the child's learning.

We find the second use for the toy orchestra or rhythm band in the making of instruments. Numerous instruments are actually made and used by kindergarten and first and second grade children. Some such instruments are tambourines, drums, tom-toms, rhythm sticks, sand blocks, triangles, rattles, cymbals, violins, and xylophones. Suggestions for making these instruments are found in various manuals and books on the subject. Again we must not lose sight of the value in the child's own creation even if it fails to follow a stereotyped example - The tom-toms may be made by stretching a dried skin or old inner tube over a hollowed out stump; sand blocks by simply tacking sandpaper to blocks of wood; rhythm sticks from sand-papered hard wood sticks; rattles - small tin cones with stones in them; cymbals - tin lids; violins from wooden cigar boxes or oil cans. These instruments may seem very crude to the teacher but they seem to thoroughly satisfy the creator. In grades 4, 5, and 6 it will be found that children work out instruments in much better form. They enjoy experimenting with the flute from bamboo or cornstalk, the violin from cigar box or oil can with a marked scale on the finger board and making scales with bottles or glasses of water. Of course, in the upper elementary grades, children should be having experience with actual instruments. However, many never do and those who do sometimes feel an added zest after they have made their own and know something about them. They discover for themselves that the length of strings makes a difference in pitch; that the scale has steps and half-steps. All these facts have probably been known before but when the child takes his violin to the piano and marks his finger board to the key of C these things just have to happen.

Another type of creative music which perhaps most of us have considered the creative music is that of writing melodies. In the immature class the procedure of creating tunes may be one of completion rather than making the whole tune. The teacher may sing part of a phrase or sentence in music and ask the class to finish. Individuals may finish in many different ways and this should be the desired result. Perhaps a final best tune can be placed upon the blackboard. As a development at a later time a favorite poem may be suggested around which a tune can be written. If the children are not adept at making symbols the teacher may work at the board. It is also quite possible to work out an original poem. Such a procedure may take the following form:

Suggestions from the class for titles should be encouraged. Then volunteers may suggest a line at the time. Perhaps several children may suggest lines from which the best may be chosen. Music to fit each line may be suggested in a like manner until the song is finished. This may be a class procedure. Almost without fail the following day several will present songs for which they have made both words and music. It is surprising how few children in any class are unwilling to attempt writing both words and music. It goes without saying that many of these are far from perfect musically but the children have seemingly gained much satisfaction from their attempt.

Often in their original productions children find it necessary to compose their own music. In a 6th grade, in writing original plays after their study of the Middle Ages, both in History and English, the children discovered it was almost imperative to have chants and crusaders' songs. There followed a search in libraries to discover all they could concerning chants. Then with a few suggestions from their music teacher they did write their own chants, words and music. The

plays were produced before their own parents.

Children's Christmas musicals and spring operettas can and should be the children's own work. Often these dramatic presentations can be built in a large measure around songs which have been in their repertoire and also their own compositions may be used. The children can very ably write, direct, make stage settings, and generally manage an operetta.

The title and text should undoubtedly be chosen with teacher as guide and possibly different scenes plotted generally speaking. The rest can be done by various committees. One of the most successful productions in recent years was entirely the work of children. Beside the sixth grade girls who made up and taught the dances, boys and girls built the painted mother goose house for the stage, boys managed stage, made and sold tickets, ushered, managed doors, and took care of all procedures.

In connection with early Greek history in 6th grade a splendid opportunity presents itself to make Greek instruments, learn Greek rhythmical games, or dances, and incidentally find out some of the history of music.

Much is said in the activity program about integration. Although this is a step aside from the real topic, music is a very flexible subject and works others together. There is no end of possibilities of using the music in connection with social studies. Likewise, many correlations can be made with Art and English work. An example of this type follows: during the Hallowe'en season, "Danse Macabre" was studied in music appreciation hour. Later, the children drew pictures of the picture they had gotten from the music and finally wrote down their own interpretations of the composition. This is Joan's interpretation of "Danse Macabre."

"The chimes are ringing. It is midnite on October 31 in a little country graveyard. All the ghosts and skeletons may come out of their graves. One of the graves opens. Out comes old man Death. He starts tuning his aged fiddle. Weird music comes from the old fiddle. Then silently all the graves begin to open. Out come the skeletons one by one. They start dancing to the tune old man Death is playing. The dancing becomes faster, wilder. More skeletons join. A cock crows in the distance. It is morning. Sadly and slowly, each skeleton goes back to his grave to stay for another year. It is All Saints' Day."

Many other examples could be cited of the interrelationship of music and other school activities. If the teacher has enough musical background to make her sensitive and alert to situations which suggest such relationships she would find them inexhaustible.

If I were asked to state the aims for creativity in the music class room, I should say there were two. 1. The enjoyment which comes from discovering that one really has the ability to make an instrument or a tune no matter how crude each may be. 2. The hope that the interest aroused by such an activity may cause the child to "find" himself in the realm of music and urge him to seek further satisfaction in that realm.

...they were produced before their own system.

If we, as teachers who are so anxious to bring about the complete education of those entrusted to our care, do the best we can in setting up an environment and then leading the child toward these emotional, physical, and mental experiences which will become "a part of him for the day or a certain part of the day, or for many years or stretching cycles of years," perhaps this would in a measure help bring about the emotional stability throughout economic and social stress and make for a better understanding among all peoples.

- - -

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Silver, Burdette Co., 1936.

McKinney & Anderson, Discovering Music, American Book Company, 1934.

Mursell, James L. Human Values in Musical Education. 1936.

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(She showed some of the instruments that were made, - a cello, a tom tom, a drum, a gazook made with an old candle stick and a small ten cent bazook fixed into the end of it, two flutes, bells. She also showed the pictures which were drawn while the songs Marching and Danse Macabre were played.)

* * *

QUESTION: Do you think many children can do this?

MISS SMITH: I think about fifty or sixty attempted it last year and I don't have the best pictures or instruments here. You would be surprised at their interest. Some of the boys played on their instruments "Whistle While You Work," which I think is possibly due to interest. Sometimes you can get the real instinct, something you can't see. Pictures were to be taken if they brought their instruments. Each morning we took out five minutes for instruments.

MR. REAGAN: There is one aspect of our particular situation in Illinois that I thought worthy to call to your attention. It may not be generally known that the University of Illinois contains a physical aid service for the benefit of the school, which was begun in a modest way and has grown year after year. We think it has great promise for the future. I thought the time would be well spent if Mr. Peterson came to tell us about it.

MR. PETERSON: We are solely concerned with films of a sixteen millimeter face. It seems to be about time for a certain standard to be set for general use in the schools. In fact the university library is devoting practically all of its funds to the purchase of films.

Another thing in which many of you are interested is whether or not silent films are as worthy as sound films. I don't wish to become involved in that controversy; they are both very excellent for certain uses. If, for example, it is necessary to have a sound film in order to make the subject understandable, then we should have it. I can't conceive of teaching a music lesson with a silent film, because you would lose the very essence of music if there weren't any

sound to it. If we are talking about some of the industrial processes which are involved in the manufacture of fabrics, I don't see that it is necessary that we have running along with our pictures an account of how cotton fabrics are made. We can get an idea of processes involved without that. Neither do I think it necessary that we have speaking records if we are interested in California redwood. Those are things about which I think we concern ourselves needlessly.

We do have quite a large number of films here. We began quite modestly in 1932 and at the present time we can furnish only about 400 different films, but by the time school opens in the fall, we will have 500 different films. We will have over a thousand reels of film.

We have been spending some of our money purchasing two or three or four of some of the more popular films. Many times you school teachers have the same desire. You want to have Abraham Lincoln at a certain time in February, and you want to have George Washington another time in February, and you want to have something else on some other date.

QUESTION: Are your films for mature individuals, for elementary or high school pupils?

MR. PETERSON: They are mostly for the Junior and senior high schools. We are getting more films this season that will be concerned with the intermediate grades.

I did not mention anything about the cost of the service. Several run on a single title base. The more convenient and economical way to get them is by a group plan. You may get six of the film titles in silent films for \$30. We think that is the best way. In addition to that, we pay the transportation one way. If it is sound films that you want you may get them at \$40 for six.

If you do not have a catalogue, just drop a card to us at 1206 West Springfield, Urbana, Illinois. We are just two doors east of the present University High School.

QUESTION: In what respects does the best textbook need enrichment?

ANSWER: Your textbook seems to be adequate to meet the needs of the average child. So many children get so many queer conceptions from reading a book. They don't get the idea the author has tried to put across at all.

QUESTION: What's the worst feature of the textbook in general?

ANSWER: I think most teachers say that their children don't understand them.

QUESTION: Whose fault is that, the teacher's?

ANSWER: I think that goes right back to the reading problem.

MR. REGAN: I believe the best method is to supplement the textbook by other textbooks and reading materials. The various authors have different means of presentation. A child learns a word from a

...about some of the ...
...I don't see
...we have ...
...we can get ...
...I think it ...
...I think ...
...I think ...

...at the present time we ...
...but by the time school opens in the fall we ...
...We will have over a thousand ...

...of some of the more popular films. May these ...
...You want to have ...
...and you want to have ...
...and you want to have ...

...of large school ...

...We are getting more films this season ...
...ed with the immediate grades.

I did not mention anything about the cost of the ...
...I don't want you ...

If you don't have a catalog, just drop a card to me at ...
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QUESTION: Whose fault is that, the teacher's?

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...the best method is to ...
...reading materials. The various ...
...method. I don't know a word from ...

textbook and the next time he sees it, he will know how the word was used. The word "up" is used in seventeen different ways in one reader, so I would suggest in line with the first speaker, the best method is to supplement our textbooks with supplementary reading material which contains approximately the same vocabulary.

Another thing to remember is that the reader is just one way of getting a thing across. We have other sensations. A textbook should not be read. It should be used for reference.

QUESTION: Do you think it is less a textbook than it was?

MR. REAGAN: Yes.

QUESTION: Is it too much of a textbook? Is that a criticism that can be made generally?

MR. REAGAN: I think the fault lies not so much with the books themselves, as with the use made of them. So often we find teachers who use only one book in a course as was mentioned, whereas boys and girls should be taught that there is nothing a bit sacred about a book. After all they are written by people subject to the same human mental attitudes that we are.

There is one point that hasn't been mentioned. After all, textbooks were made to sell. In order to make them sell, they must be so written and constructed that they will fill a definite need and contribution. Otherwise it is a wasted effort on the part of the author. Perhaps the author is more concerned with making a favorable impression upon his colleagues than upon his students. He writes with them in mind rather than the students. In that case he should set up somewhere what he had in mind when he wrote it, and what purpose the book should serve. He may be writing strictly from his own point of view, and if he is, he should say so. It brings up the mechanics of books. The index, the preface, the introduction should all be read. They are just as important as the other materials.

QUESTION: Are materials to provide enrichment too expensive for the average public school?

ANSWER: One might be practical minded.

What is the use of worrying over that? It doesn't seem to me that that is the whole point. If it were gathered for one reason, it might call for one type of enrichment; if it were gathered for some other reason, it might call for some other type. Don't you think that the criticisms would then be different? I think we ought to appreciate the difficulty of the textbook writer because he writes for so many different kinds of children. The textbook writer can't include in his books illustrations that will appeal to all children, because they don't have the same experiences. A textbook writer can't do that; it is impossible. Why have a basic text in any subject? Sometimes a book is adopted as a text. It is important to hold control of the vocabulary in the first grade. Certainly you want to control vocabulary in your earliest grades. Take some four or five books you know of. They have to be fairly prepared, or else they don't do much better than any one.

I think in some cases schools find it very difficult to provide adequate material for the enrichment program. I know one school in particular who had that experience, and they worked it out in this way: in selecting enrichment material or supplying reading material, they would buy for one or two grades. In other words, the whole grade would not be reading the same type of material at the same time. I think oftentimes a school does a very poor job in buying. So much depends upon a teacher's initiative and so many simple things can be used that you don't think of. For instance: you can make all your own collections of birds, insects, etc. You can get a very fine collection in a short time.

QUESTION: I would like to know how Miss Smith had time to do all this?

MISS SMITH: You can find time if you place your values in the actual living. I know one very busy teacher who had a knack for taking pictures. You can get one of these cameras for about \$87, box and all. She has done some of the most interesting work. She has taken them spring, summer, fall, and then had enlargements made. She had a heavy schedule, but makes the pictures herself.

QUESTION: How can the teacher find time for enriching the curriculum?

ANSWER: We have so much time. We have 24 hours a day, no matter how we use it. The worst teachers are not in the rural schools. Some teachers don't have time because they work too much. A great many of the most earnest and willing and ambitious teachers get over anxious and over-active, and they shout. The first thing that they know the school is in an uproar. They try to work too hard. Here is the other teacher, the choice of any teacher's heart. She spends plenty of time working, she doesn't tramp on her work. She is the person who always has time to do things. I don't know when they do the work, but they do a lot of careful planning and they are given an opportunity to do it and they do it. That is one of the factors of leadership. They don't have the feeling that they are teaching school where a certain amount of work must be covered and the only possible way of doing it is to go so many pages a year.

A number of years ago I visited several high schools in Chicago. In every school I visited the teacher received at the beginning of the school year a definite outline of lessons for every day of that year. They were told in September what days and what pages they must give exams on. I came across one faithful teacher, careful and serious about it all, and trying to live up to the regulations. One of these classes hadn't recited one class period on account of the football game and she was one day behind. I sensed that something was wrong. She felt that I was an officer of the law coming to check up on her. Is there anything of that sort that an elementary teacher is subject to, in entering the school? Don't you think quite frequently we do not give the children as much leeway as they are entitled to have? We try to do too much of the work for them, instead of letting them do it themselves. After all, what is the purpose of the school? Pupils are willing to assume responsibility. One teacher has 69 enrolled in her rural school and they were as well prepared as any other group of students.

I think this might be interesting. It is from the "School at the Crossroads" by Graymar, pp. 124-125.

"What leisure has an adolescent who must punch the time clock at 8:15, snatch a sandwich and a gooey confection at 12:10, bolting them in time to dash back to school that lasts most of the afternoon? What leisure has a youth who must hurry home or some place else from his last class to take a music lesson or get a haircut or do the family shopping or some other of the thousand and one things that go to make up the incessant scrambling of our modern lives? What time has the child to enjoy the daytime, help overburdened parents or follow any personal interest? Even holidays and week-ends are crammed full of standardized pursuits usually requiring spending money - 'common experiences,' as the catchphrase goes. The school child has practically no leisure except during vacation, when he frequently has too much, with no inner resources whatever to draw upon.

"Gone are the days when children kept tremendously busy with self-devised occupations. Gone are the absorbing employments that needed only some old clothes out of the attic or odds and ends from the cellar for outlay. Give the average adolescent an empty Sunday afternoon and he roams around like a caged animal unable to content himself with anything."

This is from Alexis Carrel's "Man the Unknown." (New York, Harper & Brothers, 1935, pp. 121-122.)

"Intellectual power is augmented by the habit of precise reasoning, the study of logic, the use of mathematical language, mental discipline and complete and deep observation of things. On the contrary, incomplete and superficial observations, a rapid succession of impressions, multiplicity of images, and lack of intellectual discipline, hinder the development of the mind. We know how unintelligent the children are who live in a crowded city, among multitudes of people and events, in trains and automobiles, in the confusion of the streets, among the absurdities of the cinemas, in schools where intellectual concentration is not required."

* * *

215 Commerce Building
July 13, 1938
2:00 p.m.

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When I return to an abolition, we must push the
clock at 8:15, across a garden and a noisy corner
at 12:15, holding them in time to push back to
school that last hour of the afternoon. What I return
has a train who must hurry home or some place else from
his last class to take a music lesson or get a haircut
or do the family shopping or some other of the thousand
and one things that go to make up the incessant commotion
ing of our modern life. What time has the child to
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phrase goes. The school child has practically no leisure
except during vacation, when he is generally too busy
with no larger resources whatever to him.

"Gone are the days when children kept themselves
busy with self-directed occupations. Gone are the days
the occupations that needed only some slight aid of
the state or even from the family to maintain.
Give the average modern an empty Sunday afternoon
and he turns around with a cage of animal needs to content
himself with nothing."

This is from Felix Barker's "Man the Machine" (New York:
Harper & Brothers, 1915, pp. 121-122).

"Intellectual power is weakened by the habit of
precise reasoning. The steady, logical, the use of
logical language, mental discipline and discipline are
deep observation of things. On the contrary, the discipline
and scientific observation, a rapid succession of
processes, multiplication of images, and lack of interest
true discipline. Hence the development of the mind. We
know how much intelligent the children are. There is a
crowded city, each multitude of people and a sense of
things and emotions, in the confusion of the street,
among the specialties of the classes, in schools where
intellectual concentration is not required."

THE JOURNAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
Vol. 12, No. 1, 1907, pp. 1-12

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440 So. Dearborn Street
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Presents Lecture 9

FINE ARTS GROUP

- SUBJECTS: A. Materials that Enrich Instruction in the Fine Arts: What Are They? How Can They Be Used to Supplement the Textbook Effectively?
B. The Correlation of Art and Music.

MRS. E. ROBLIN PECK, Chairman: I hope that everyone present today was privileged to attend the general meeting last night because the same topics will be used today with emphasis on art and music. The subjects are "Materials that Enrich Classroom Instruction in Art, and "'Impressionism' in Art and Music," and questions thereto.

In Van Loon's "The Arts," the author says, "All arts have but a single purpose - to contribute to the art of living; therefore they are closely related to each other." In the program of today the arts have a very definite place. Their educational value is rated by a vast number of students who are learning the art of living while still in school.

I would like to introduce the speakers: Miss Velma Kitchell of University High School; Mr. C. V. Donovan, Associate Professor of Art, University of Illinois; Mr. Reginald Neal, Instructor of Art in Moline Senior High School; Miss June Cox, Teacher of Music in Sadorus.

Mr. Neal will speak first on the subject "Materials that Enrich Classroom Instruction in Art."

MATERIALS THAT ENRICH CLASSROOM INSTRUCTION IN ART

by

Mr. Reginald Neal

I was not able to get down here last night from the summer school at Chicago. I am probably at a disadvantage for not having heard the material that was presented. This problem of art materials in high school is entirely too large to discuss fully in twenty minutes, and I am going to start with a rather general discussion of material as it relates to the aims of general education. Then I shall discuss two or three ideas that have been introduced in the art classes at Moline that I think show probably, not so much materials that are introduced, but the method of introduction, with a possibility of enriching the art work.

I think all nature as it is brought into the art department should be evaluated with the aims that have been set forth by the general school educators. I do not need to enumerate the aims - all of you are familiar with the seven cardinal principles of education - so I will advance to the objectives that are arranged for the benefit of educators. In general, they include health, physical fitness, maintenance of good citizenship - civic, domestic, etc. - the right use of leisure time, and likely the training for some vocation, or the beginning of training in a vocation to be carried on in higher

Dr. Benjamin West

schools.

I think as art teachers, or music teachers, we should evaluate any material that is brought into the class with its usefulness in mind. I think, unless we do this, when the next depression comes, the art departments will be either reduced or entirely eliminated. I think if we can show that the materials we are bringing to the classroom meet the demand set forth by the general educators, we need not worry about the elimination of art from the school program. I think we have to evaluate materials along these lines in order to avoid too much salesmanship on the part of various manufacturing concerns who are producing art materials. I think sometimes we are concerned with the things being new rather than with a possibility of using them in the school to meet the original aims. In other words, there is no particular reason for throwing colored chalk out of the window because somebody discovered that they could color paper with a piece of felt. I think we should not be misguided by the garments these materials wear or the package which contains them. I am going to leave that as a general object to think about and get on to a more specific method of introducing materials.

That is the method of the activity units. This was a program that I worked out last summer and put into effect last fall in one particular class in order to present material that would fit the individual interests of the students instead of saying that for the next two or three weeks we would work in clay or paint or whatever it might be. I might say that it was done in junior and senior classes. The first two semesters' work is of a more general type in which such things as color, line, painting, free-hand drawing, and the general type of work are brought forth. Then in the last two years, I put in these activity units which enable the student to bring into activity those expressions of self necessary for a real education of the pupil. We have no elaborate system of correlation in the particular school in which I teach; so we have had the problem of correlating art with other subjects within a particular course.

I think another advantage of these activity units is the fact that they free the child from too much teacher domination. We should be careful not to do too much teaching in art work. Allow at least a reasonable amount of student activity, so that the student may bring into class materials that he is particularly interested in and that relate to his own life, situations, and experiences. We, as teachers, do not always determine just what is the vital nature in regard to a particular student. By this activity unit I found that a great deal more self-material could be introduced into classroom instruction.

This has not been carried very far as yet. The units that have been worked out are on sculpture, painting, composition, and prints or graphic art. In each of these fields, I worked out a series of mimeographed sheets which were handed to the students who were studying in that field that particular semester. The student was allowed to select a subject to work on in that semester, and then he was given this activity unit and allowed to go ahead and introduce any material that was particularly interesting to him in connection with the unit.

In this unit on sculpture - I am going to read one or two things to give you an idea of how the material was introduced by the

interest of the student - the first page consists of a series of things to discover and the second page lists a number of things to make and experiment with. The last page gives a rather complete list of books related to this material and suggestions for the unit report for the notebook. This is a unit of sculpture. One of the questions was to find out all possible about the following methods: coil method, slit method, etc.

Another question which relates better to materials than the above one: Investigate the methods that make casting in plaster; casting in metal, cement and other materials; carving in steel; firing in a kiln. There the student is introduced to those materials as a means of interpretation, and after the student is interested in carving in steel or working in plaster we see to it that he experiments a bit. By the way, student activity is without too much discussion.

Still another question relates particularly to this subject of material: What common materials can you collect that would be suitable for carving in a classroom? Soap, plaster, soft steels, fire bricks, and other things of that type were brought into the classroom and experimented with in connection with sculpture.

On the second sheet there are listed eight general divisions from which the student can select one: clay modeling, bas reliefs, clay modeling in tiles, sculpture and lined drawings, etc. Then the last page lists books connected with sculpture and suggestions for the unit report. At the end of each unit the student reports to the other members of the class the things he has discovered for himself so that we have at the end a summing up of each individual's activities in the particular unit presented to the class and a bringing in of all kinds of material that were of interest to the particular student. This is given to the class for the benefit of other students who are working on other units.

Each student is required to keep a notebook, and bring material that relates to the particular unit he is working on to class to put in the notebook. The same thing is done for painting, and all kinds of materials were brought into the classroom in this unit. One of the subjects for the student to experiment with was the use of oil paint on canvas, paper wrapping, soil; the use of mediums such as turpentine and linseed oil in connection with applying the paint. We even went into stage craft and the connection that paint has with stage designing. In connection with the notebook a great deal of material was brought into the classroom by the students in the form of reproductions. The rest of these units follow the same plan as the last two. The one on composition is very similar. It gives a student ten or fifteen suggestions for things he can experiment with as an individual.

In contrast to this activity unit or individual unit type of work, we have another method of introducing materials into the classroom that is effective and that is group activity work. In connection with that, our particular problem was the decoration of one of the walls in the cafeteria - a mural project which required a great deal of material, not only from a historical standpoint but from the community as the students know it and live in it. While we were carrying on group activity, we were careful to keep the entire group active, and not to let one student become a leader.

We divided the class into three groups, four or five students in each group, and each group presented sketches for this particular wall space on the subjects of food, local industry, and local history. In connection with this, of course, they investigated all the material of historical importance around the tri-cities - old forts and land marks; the group working on local industry studied plow industry; and the group working upon foods visited dairies, fairs, and other produce establishments. All this community material was brought into the classroom. The environment is probably more important than anything we can originate in the form of clay, paint, or any other material and this group activity or group project of the mural brought into the classroom all material that was found available in our community.

I am going to close with just a few more concrete types of material that can be used in the classroom. In connection with these activity units we must have a great deal of material at hand for individual work. If the student is working on the subject of color we have books, magazines, and reference materials. We are adding to that all the time in history craft books. Instead of doing much teaching from the floor, I find it much more successful to have on hand a great deal of reference material like this and some form of mimeographed outlines on all unit projects, to present the material to the student as a process of investigation on his part rather than instruction on the teacher's part. We are presenting this little by little. Students make reports in a form that can be kept in the files. Here is a report that one student has written on Egyptian Sculpture. We have this material typed, turned out as a student's unit report, and filed. Next semester, if someone starts to investigate a little bit more, he can go to the file and, with this material that the previous class has left, start his investigation. It works out very nicely and does away with a lot of repetition. The student carries on from the point and does new investigating.

I forgot to show the photograph of the mural in connection with that last unit. This is the material that was collected from local history and worked into a design that is rather strong in line. We did not stress academic drawing, but you can get the idea of all the things surrounding the town, such as the fort, Indian fight, etc.

Back to reference material. I fail to get much expression out of school arts magazine (I suppose that would be a subject for a good argument.) It is better equipped to display reference for grade school than for high school. The thing I like in it is the reproduction. Each issue has large color reproductions which we clip out and file. Material like this is valuable. It is good material and the students appreciate fine art material when it is given to them. Then, of course, we have the design magazines. In connection with the study of art history and appreciation, we are building up a very complete file of all the reproductions we can get our hands on. It is very interesting to note how the students bring in material. Most of the material is supplied by the students themselves.

I notice on the program that I am supposed to discuss something about materials that supplement the text book teaching. I think the art teacher really has to find the book that supplements the art teaching rather than material that supplements the book. There is no text book that is acceptable to every art teacher in the state. I have introduced one book, the Collins and Riley book on "Art

"Appreciation" - and we use that as a textbook to supplement certain subjects such as sculpture, clay modeling, etc., using certain chapters for certain subjects. In connection with that I assign one report a semester on some particular field of sculpture to each student. I think that is probably the only way a text book could be used in an art class.

I think that is about all we have time for in the way of material this afternoon. We should go back to the first remark that I made, and evaluate all materials brought into the classroom in terms of whether or not it is going to make the student a better citizen, equip him to earn a better living when he gets out, or supply him with valuable material for enjoyment of leisure time.

* * *

MRS. PECK: I think Mr. Neal's talk is very fine, because he has given us the benefit of his own experience. Miss Kitchell and Mr. Donovan will give a demonstration, but it is to be preceded by a short talk on "Impressionism in Art." Mr. Donovan.

"IMPRESSIONISM" IN ART AND MUSIC - A DEMONSTRATION
OF CORRELATION

"Impressionism" in Art

by

C. V. Donovan

I can see immediately that I am rather out of my own class here. I am terrified at the idea of a demonstration of impressionism in both art and music. I do not know what it means. I regret that my time does not permit me to stay here for a discussion. I would like to ask a lot of questions and there are a lot of things I would like to say about high school teaching.

It is my belief that in music school you can give your students an examination and if they are not prepared they cannot enter. The students for art come very poorly prepared. In teaching drawing to students for fifteen years, I do not think I have ever had more than two students who were prepared really to draw. They had gone through a large number of ambitious projects which they thought were of great value. I think it is important to say to a group of this sort that these students, while they go through projects of unquestioned value, had not been prepared to enter a professional course. It seems a bit too bad that in more than one tenth of teaching time the student had not been well prepared. We have high school teachers here every summer, none of whom are adequately trained to teach drawing. It is a severe indictment and I know that art teachers generally speak of professional silence. I wish that along with projects, some thought would be given to preparing students to know good drawing. It does not take more than ten minutes to present a recipe that trains anyone, and it seems to me that that sort of thing should be done. I do not know anything about this training of high school students. I just know that we do not get them as well trained as we might.

This talk of correlation of impressionism of art and music leaves me with the task of saying something that you know far better

than I do. Why do we have impressionism, and why do I think it came out of the depression? People get very well fed up with what they have at the present time.

The first half of the nineteenth century in France we had artists painting in a very dull way and yet people had been thoroughly sold on it and liked it. We expected a lot of detail, very faithful reproduction, great battle scenes, great subjects in content, lots of rather dull color, often fine harmonies. You all know the period. You do not find very much color and painting in the classic style.

Then in England came a man who found a method of producing certain values by color. He used green; he painted green trees, green grass; he did not mix one green and paint the whole thing that color. He used many greens and was very successful. Out of that group we got Turner. Then Monet came along and began to produce what is known as impressionism. Once he sent down some work showing a model not fully clothed. It was all very scandalous and Monet was practically run off the place. But he had started a period using no reference to the particular details, although it would be very difficult in the light of the work that followed to recognize the significance of the revolutionary quality that his work contained. He was a master of technical details - clothing, etc. - using great feeling.

Immediately on the heels of Monet and at the same time, came many others whom we know much of today. He began expressing with color, forgetting almost completely composition, forgetting everything but what might be done with just color alone. They went a lot higher in that direction. The principle thing that they did, of course, was about the colors they mixed. They placed these colors together to get an effect of vibration. The edges waver there is no constant edge anywhere. We all know that, but these preceding painters have been always rendering edges as they are - hard and fast. That probably was the greatest contribution that these painters made to the history of painting. Details were not carefully rendered; there was no photographic rendering of lines. They went into that sort of thing very heavily. They discovered that their shadows were not black. Every artist felt that shadows were black. It was a different kind of color; it was very revolutionary indeed and was not liked for a long time. There was a constant adjustment of color and values all through the picture.

Monet began to restore feeling for pattern with the same resistance of edge and the same feeling for color. The sort of thing that students might be able to get out of all this is the idea that there is no particular pattern; there is no certain result. The whole idea was one of expressing a vague or general dissatisfaction. I hope you will forgive my indictment of training students in high schools. Are there any questions?

QUESTION: What is your impression of surrealism?

MR. DONOVAN: I am very much amused at it as far as the aesthetic content of it is concerned. I think you would have to study each particular painting before you could generalize on it and I am not sure that anyone can't produce it. All of us are apt to have dreams that look strange. Anybody with any kind of imagination could probably produce that sort of thing. It is a fashion - in fifteen years from now it will be something else.

QUESTION: May we have that rule for teaching high school teachers to draw?

MR. DONOVAN: Yes, I think so. I do not know that there are certain formulae that have been used for a long time that are known to a good many people. But I've experimented with a good many formulae which can be used in teaching people to understand. It is only that one corner is under another corner of a square. If you know that you can teach almost anybody to draw.

Are there any other questions?

QUESTION: What effect would this formula have upon accuracy or upon the creative ability of students? Since you are criticizing the art teachers by appearing to know that students have come from places where so much training has been administered that they have to have the training jarred out of them.

MR. DONOVAN: I think you are quite right and I would like to see this other training used in high schools. There is a whole lot wrong in the teaching of art. Students are usually taught the copy method. Finally they reach a degree of technical proficiency. If you ask them to create some technical drawing, they require some little technical proficiency. It seems so difficult to get away from so much technicality. It seems that some of this technicality might be given to them in high school; then we can go ahead and help them without wasting time in teaching them what they should know. It certainly is a just classification of most art schools that there is not creative work. My feeling is: how are you going to create anything when they haven't had sufficient training to do it? The one must precede the other, but we should have the training.

QUESTION: I would like your opinion on this: I take just the opposite attitude in regard to which should come first. I think we should instill in the pupil a desire to create something and look at things in his own life. But, when he reaches that stage in which he desires to paint this way, he is going to find by experiments of his own the methods to use at that particular time. As his research grows, he will create enough technique along with a certain amount of guidance. I am just wondering which should come first, the stimulus for the creative end, or the instruction in the technical end.

MR. DONOVAN: I have been under the same impression as Mr. Neal - that perhaps you confuse the child with idle standards and kill the creative instinct in them. If we do the right thing we build a better artist. Certainly you people are much concerned about high school student training. We know that students we meet are certainly pretty inadequate. I suppose it is the same old thing. One could go on and talk for hours and arrive at the same opinion. Personally, I see no objection to training the student adequately from a technical standpoint. In fact I made a survey and divided those students in my department who were interested in studying further in the professional field and gave them further training, segregating them from the others who were not wishing to go on.

MRS. PECK: I shall introduce the next speaker, Miss Velma Kitchell, Instructor in Music in the University High School. She will speak on the subject of "Impressionism in Music."

"Impressionism" in Music

by

Miss Velma Kitchell

I think I will approach this subject of impressionism in music by beginning back in the very early stages of the development of music and considering that. I do not believe Professor Donovan mentioned the classical period in art and that is probably what he would have called it - which corresponds in exactly the same way to art as it does to music. We all know that the classical composer of art had two characteristics, some of them following that ideal very rigidly as to rules and forms. They emphasized good workmanship - every little detail was in their compositions. The corresponding period in music emphasized technical perfection and also the restraint of all emotion. Then, as you see, art and music were most impersonal. They put forms and rules first.

The next group of composers - Romanticists - had the idea that the Classicists were all wrong, that music was not expressing what it should. Their idea was that music should be used to express personal feelings, thoughts, and emotions. They thought that music should paint definite life pictures. They put in their music birds, meadows, fairies, flowers, children, and men. They put in their music everything which is quite real, quite emotional, and quite personal. They did not entirely neglect form, but they did modify it a great deal. If they used any of the forms of the Classicists, they made them very free. The Romanticists felt if they followed forms or rules they would be limited. It would keep them from writing what they felt like writing. I quite often tell my people that the Classicists tried to emphasize "how" while the Romanticists seem to emphasize "what," and the rules and forms were secondary to them.

The Impressionists came along. They were different from both the Classic and Romantic styles. The Impressionists seemed to reject all conventional harmonies, all conventional rhythms, all conventional melodies, all conventional forms. They did not use form; it was just thrown aside. At that time the idea of throwing form away was revolutionary. We do not think that there is anything particularly revolutionary about impressionistic music, but at that time it was considered so. The music is not intellectual at all.

Don't you think it is rather necessary to know something about form to truly appreciate classical music? You can't appreciate the Bach Fugue if you can't appreciate form. Classical music is rather intellectual. The impressionistic viewpoint wasn't intellectual at all. In fact, the impressionists did not want to know form at all. The Impressionist wanted to feel. They differed from the Romanticists in that they cared nothing at all about narration in music - definite pictures, definite scenes. Their ideas were put in moods, aims, suggestions. They might have had a definite picture themselves, but they did not give that to us. It seems as though the impressionistic composer looks through a keyhole at something, just getting a general glance and putting it down on paper. We get the mood - no detail, nothing definite. I think we can discount it by dealing with it as subtle, intangible, incomplete, very vague. There isn't a single place you can put your finger on and say, "the composer is trying to tell us this here." We are supposed to feel beauty.

In one other respect the impressionistic style of writing differs; and that is that the Classicist style of writing had many composers; the Romanticist style had many composers; but there is only one true impressionist - Debussy. Ravel and others belong to this style, but they never quite attained the ideals of Debussy. It may be interesting to consider what Debussy did in his music to bring about this effect of just a suggestion, just an impression, just something vague and intangible, etc. One thing which he used was unusual scales. All the composers had used majors or minors. All of us could sing one of those. Practically all music is based on majors or on minors. He rather strangely went back to some of the old modes used in early church music. These old modes make music sound quite different. He was rather fond of the five-tone scale. (Demonstration) He was particularly fond of the whole-tone scale. (Demonstration) That is entirely different. Doesn't that give you a feeling of incompleteness? If you have not ever tried to sing it, I think you will be just a little bit interested in it. It isn't natural at all. Then we can certainly understand why his music, which is based on either of these scales, sounds so very unusual, so very different, from the music of that time. That makes his melody and his harmony sound particularly different.

He likes dissonances and uses them often and in many different ways. All composers use some dissonances but we always feel that they are on the way to something and will soon arrive. Debussy did not have that idea of dissonances at all. He used each one as an end in itself and we have such passages as this - a few chords taken from his "Engulfed Cathedral." This is the first one. Each one is a dissonance not leading to an end. It just keeps going on and on. Debussy was revolting against all traditional harmonies. (Demonstration) Here is another passage which gives somewhat the same idea. (Demonstration) I recall one time when I was teaching high school students, I told them nothing about it; I just played it and then asked them about it. All of them had this impression, but one person gave a really splendid reaction. He said that it sounded to him as though the music were going someplace but never arrived. That is the feeling that most of us get. I think if we want to truly enjoy Debussy we have to forget all major and minor scales, harmonies, and progressions.

There was a music critic who attended a concert of impressionistic compositions and about half way through he left. He was asked why he was leaving and he said he was going home to strike a major chord just as loudly as he could about twelve times. They want us to feel rather vague. That is one of the things which Debussy does to get his feeling.

For the most part this is not a hard and fast rule: his rhythms are dormant; they are quiet and inactive; they seem to lack any animation, force or vitality, to go along very smoothly. There are exceptions, of course. All of them have these quiet rhythms.

Then he uses a different type of orchestration. Perhaps we should call that tonal coloring because that is what it is - coloring - rejection of all rules, emphasis placed on coloring. The same thing is very true in impressionism. Debussy shows instrumental portions with great care. There isn't any single instrument that stands out; they all blend together for a nice general effect. There is sometimes a great deal of volume in many of his compositions, but for the most part his instrumentation is rather delicate. He gets

what he wants by rather subtle interests. He does not use trumpets, trombones, timpany, tuba. He uses, instead, strings and he has each instrument blended to every other instrument, just as the painter blends color. So much for orchestration.

The final thing which DeBussy does: he is very fond of the sustaining pedal. He wants lots of pedaling, but he doesn't want it blurred. He has worked out some very unusual effects on the lower register of the piano. He has, by the way, developed the possibilities of the piano as much as Chopin and Liszt.

You are not supposed to understand this, but just to get a mood, a suggestion, an impression from it. If you can, notice the things that DeBussy does to achieve his unusual melodies - his scales, dissonances, his rhythms, and his pedaling effects on the piano, his combination of instruments in orchestration. I will close with these two selections from DeBussy's compositions: "Engulfed Cathedral" on the piano, and "Afternoon of a Faun," an orchestration. You must notice his tone coloring. The latter selection is taken from Moliere's literary work of the same name and it is DeBussy's interpretation of the work set to music.

* * *

QUESTION: Is there any accurate check of the emotional response in the young people to this impressionistic music?

MISS KITCHELL: No, there is no accurate way of checking. Sometimes they do respond, but I am never sure if they are sincere or are just responding because I want them to. I find that the children like this sort of music better than that of Stravinsky and others.

MRS. PECK: We will now use the questions given in the program to continue our discussion.

"Are music and art in danger of losing their identities in a correlated program?"

In answer to that I believe that if we teach art that is alive and real, and if we teachers will keep abreast of the times, the arts will march along with no fear of losing their identity in any kind of program.

MR. NEAL: I was particularly interested in this last presentation and I wonder if we could arrive at some method of correlating music and art in the impressionistic manner and if it would be possible for the teachers to give their ideas to the other classes of students. In connection with this question of whether art will lose its identity, I just jotted down a few questions - I was wondering if art contributes to a correlated program, if it can lose its identity. I think we should have some definitions from the members of the group as to the meaning between correlation and integration.

MISS JUNE COX: I would like to hear about the express correlation of music and art in your school, Miss Rose. (Miss Rose is a member of the audience.)

MISS ROSE: In the first grade foundation work in rhythm, we

work with folk dances and rhythm bands and play over a piece of music with a marked rhythm. First of all, I'll ask them to listen to that music and say, "What would you draw to that? If you went to the board after you listened to this, what would you draw?" It is very remarkable how the children respond and make all sorts of figures on the board. As we go on up through the grades, I find that they make "stick figures" in connection with music.

In our junior high school we have several assembly programs each year which are devoted to the correlation of music, art, and poetry. I find that pupils in our junior high school are very much interested in that type of program. When we first started it, I talked with the principal. We were a bit troubled about whether or not this large group with this type of program would go across. For the first program we used the "Angelus." We had a pupil from the public speaking class who recited several poems about the Angelus; then one pupil drew a picture of the Angelus; and then the composition was presented. We discussed the correlation between music, art, and poetry, how the artist had used the subject of the Angelus for his painting, the poet had used it for his poem, and the composer for his composition. I would like to correlate music and art as much as possible. I am talking, of course, about the elementary grades and the junior high school.

MEMBER OF THE AUDIENCE: As to the correlation programs, we have frequently done that, but instead of using pictures that someone has drawn or pictures that have really been painted, we have a very large frame and individuals pose with them, and for music which correlates nicely with it. It makes a very enjoyable program with a number of pictures and a number of musical selections. Then we have used slides; poems are read and music played with them.

In the upper grades we correlate music appreciation with art and some of the pictures we get are quite interesting. We also use slides. I was particularly interested in Mr. Neal's statement of the difference it makes whether one learns rhythm from music or art. I am afraid when people talk about music and art losing their identity, they don't realize that after all the gentle art of living is the finest art of all.

MRS. PECK: "How are high school students benefited by a correlated program?"

MR. NEAL: In our school we don't do any of it. I think it is very hard to correlate subject matter because of the emphasis upon the individual classroom procedure. I think it is almost impossible to get fifty teachers in a high school together to discuss a correlation program. I would like to see it done. It is necessary to do it more than it is done. I haven't any experience to draw from in that respect. I think if any of you have attained correlation in high school, we would like to hear about it. There are various methods by which to teach correlation; one being to switch teachers during a certain period. We might try it once a week during certain subjects. It is very easy to correlate in grade school. There all the pupils are in front of the teacher all day, but in high school it is a very different matter. I have heard many different theories.

MISS COX: I can hardly speak for correlating music and art, because we don't have any art in our high school. I can speak more

easily from a standpoint of the harms of a correlating program. It has been absolutely set off from the rest of the program. It has set off from the whole day. We have failed to satisfy principals, parents, and perhaps even ourselves that music has a place if you judge it from the standpoint and the objectives that have been set up for regular education, although I believe that it does have a place. I think too often our schools of music have run to having a prize band or glee club which spends its whole year on three numbers and after the children leave school they no longer have a chance to play their instruments and sing in the glee club and they have had music in high school. We furnished it, but we must train children for afterwards. It would be hard to get a correlated program, but I think we are getting more and more to it. If we can start them in high school, perhaps after they are out they will go on with the correlation.

MEMBER OF THE AUDIENCE: I firmly believe that music and art can be correlated with other subjects. All that is necessary is that the art and music teachers go to sectional meetings and find out what they are doing in these particular subjects. What unit are they studying in each subject? Of course it is much easier in the grades. In our junior high school, I cannot quite correlate our music with what they are studying in Social Findings and English. We have to make the effort and find out what they are doing.

MEMBER OF THE AUDIENCE: We have found that people who form correlation groups are doing just as well as and not better than the controlled groups that we have been finding in the other schools. The first report came in last spring. They have a section that is called community living. Another is called leisure time. Another is called vocations. Each of the schools has a definite setup. Correlation is working there. It attempts to get a personal life situation. We met all of these subjects in our work and that is what correlation can do in schools. What these schools have been able to do, it is possible to do. Most of the people are handicapped because of the traditional required subjects in high school.

QUESTION: Where can that kind of material be found?

ANSWER: A complete report will be made very shortly. Headquarters at the present time is at Ohio State University, under Professor Tyler. Anyone can get in touch with Professor Tyler in care of the University of Chicago.

MRS. PECK: "What correlations may be pointed out between music and other subjects in the curriculum?"

MISS KITCHELL: We certainly do not have an ideally correlated program, but it seems to me that we do have quite a bit. Before I give any examples, in order to teach anything in music the teacher must bring in other material so that the students will understand the music. I recall that when the history class studied the overture of 1812, they wanted to hear the music and one student presented the record to them. We worked out one scheme which I put into use in the school. We correlated English and German classes. This last spring when our class studied the piano and the organ we had the physics teacher come down and tell us of the insides of them. We do not feel that either subject loses its identity. Maybe we are just kidding ourselves. It just seems to me that correlation exists and the result is of much more benefit to the child.

MRS. PECK: "What are the fundamental principles common to music, art, and literature? How may these courses be correlated?"

ANSWER: There is a whole semester's work there at least. You would have form and design in these arts. Then you have a great deal of common ground so far as subject matter is concerned. The poet, artist, and musician use similar things for subject matter. The main difference so far as I can see is that you are simply using a different medium of expression. You are really still using a thing that has only different elements. That is not by any means an adequate answer. I think that question is a topic for a much greater study than we can get here.

QUESTION: Don't you think the moving pictures have stolen the march on the teachers? They have taken pictures and added music to them.

ANSWER: I think you are quite right in saying that. I sometimes recognize compositions which I teach. The producers have recognized the fact that music has a great effect on the people and so they use the classics for their incidental music to add an effect to the scene. This is also brought out very strongly in the March of Time shorts, which are issued with incidental music.

MRS. PECK: Are there any other questions? Then the meeting is adjourned.

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120 Architecture Building
July 14, 1938
2:00 p.m.

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LECTURE REPORTING SERVICE
440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 10

HEALTH AND PHYSICAL EDUCATION GROUP

SUBJECT: Materials that Enrich Instruction in Health and Physical Education: What Are They? How Can They Be Used to Supplement the Textbook Effectively?

MATERIALS THAT ENRICH INSTRUCTION IN THE FIELD OF HEALTH EDUCATION

by

Dr. R. C. Cook

I feel that we all have a good deal in common this afternoon because I see a good many of you elect to take the back seats, and in that, I am quite in agreement with you. I find it so convenient to take a back seat that it is with hesitancy that I appear before you today. One thing that interests me in this group is the number of younger people here. I really expected, in accordance with the title, to find the session made up of baldheads like myself. I find the younger group quite satisfactory.

This recalls one of my observations. Usually when we visit a school, even a rural school, we can tell almost immediately whether the teacher has had considerable educational work in the state university or teachers' college. That isn't universally true, because occasionally, I see some teacher doing a superior piece of health work when she has not been trained in one of these schools. But she has an interest and knack for doing the thing that makes her work so very satisfactory. I feel a bit embarrassed to find Dr. Beard here, because of the extreme amount of health work that he has done. I feel he has gone quite far in the program. The subject of health - the physical education question - as we consider that subject today and would like to develop it, is a problem. It has been before us for some twenty years, and during that time we have done all we could to develop the program.

The schools have apparently taken over the administration of the program of health and physical education, largely because of our more recent viewpoint regarding the child. That is, we have given more consideration to the child, fitting the program to the child as far as we can rather than trying to fit the child to the program. We realize the child is a unit, an organism, going to school, and that learning takes place in all levels for that type of person.

Now, regarding our objectives in education. If we review a list of objectives that have been posted during the first twenty years, we find health placed at the head of the list - at the top. But if we analyze the program in most schools, in terms of the time given to the health program and in terms of teacher and pupil effort, we find that the time and effort given is just about a reverse proposition to the importance that is implied when it is set up at the head of the list. A good analogy drawn up in comparison is the situation regarding the former King Edward. Some years ago he visited the mines in South Wales. "Something shall be done about it," he said. But

then he moved on to another country. It is much the same with us over the years. We say something shall be done about it. We quite probably move on to another area and let it go.

How effective has been our health teaching during the past several years? I believe the average teacher is possibly less satisfied with his teaching of health work than of any other subject. Very many schools are still going on with the old type of program where we allot three periods a week of ten to fifteen minutes each to Hygiene. Then we assign the next ten pages in the adopted text. We are much prone to go ahead with the same type of program. So we find that too often the program is not interesting to the pupil. I think we go on the assumption that health is something to be interested in because of its importance. Your experience, I am sure, will bear out that well people are not interested in health and will not inconvenience themselves to influence their health. It is sick people whom we can influence toward health. When a man or woman is sick and uncomfortable, he will, in a measure, follow our advice in order to restore his health and get back a greater degree of comfort.

So we should get it out of our minds that people are primarily interested in health. They are more interested in something else. Our class periods have been short; our work has been uninteresting; and our teacher personnel has not been well trained.

I am not satisfied with what I have done in health work, or what I have been able to set up in that connection. On this point we are fairly well agreed: what should be set up in elementary work, but not high school work. I write the same people each year asking about their program for the year and they send back a complete program for the lower grades, but usually say their plans for high school are tentative. Next year they hope to be better organized. I write the next year and the answer is the same. So our progress in that connection has been rather slow. But what can we do to improve our program?

Perhaps the first thing is to give more interest to teacher preparation. I feel that most of our college and university courses are perhaps too general to give teachers specific things to use in health. In chemistry we get a certain course, and a good many pupils do not go further in chemistry than this one course. The same thing might be true in physiology or psychology. We do not get down to the thing that would help us more in human relationship. So if the course in teacher training would give the teacher a greater understanding of child development, it would be fine.

As it is, the instructor merely takes the class out for about forty minutes and it takes on the aspect of a social afternoon. I believe a better plan would be for the teacher to associate with this group of children throughout the year, because all of our courses in education are attempting, if possible, to relate our work to living, and to personal relationship and to things of that nature. Another fact, too, (I would like to get this across) is that people are not primarily interested in health. So we should do what we can to interest children in health, and the first essence is an interested teacher.

She should get vital satisfaction and happiness out of presenting subjects to the pupils. I have seen teachers accomplish so much with

children. One of the schools I visited was attempting to do something for children's teeth. This was in DeKalb County where most of the pupils come from poor homes. The people are on relief or WPA. We can't do anything about it. But one teacher was outstanding because her pupils had 100% dental corrections. She was the happy, out-going type of teacher. She said, "I have 100% dental corrections this year. I had last year and I hope to have next year." This shows what one teacher can do to help boys and girls to appreciate good health.

The question of interest is one that we are going to have to try to get before the young people. We can say, "You must do this." Much of our teaching is based on fear - fear that you will fail or not pass the examinations. If we can give our information to the pupil and explain why he should follow our advice; if we can give him examinations, he will really get along quite well. The most satisfactory teacher is the one who can get the pupil to do as much work as possible on his own responsibility. So if we can get it across in an educational way, rather than as something he must learn, that would be fine.

Now for a little illustration: just yesterday a young boy in a picnic group displayed this type of learning by speaking up when some older person suggested adding more ice to the iced tea. He said, "That would make the drink too cold and draw the blood away from the digestive system and slow down digestion and ruin your health." This pleased the older members of the group, because it was true, and it pleased the boy because they respected what he said. It will surely be more effective to have good teaching that can be applied to living.

Every school should have civic and health clubs and have some sort of study in these on health subjects. Just a little bit in review: Seneca said, "He who knows not what has gone before is always an infant." I wish that I could pass along to the younger ones here some of my experience. But mine doesn't do you any good. If they took it they would be real students for the next few years. William Lyon Phelps said this: "What you get in college or university is only the portico of the house of education that you are to build."

I remember that in my medicine course I played a good deal. I took things rather easy. I think now I would be a real student if I had a chance to live those years over. Whether you realize it or not it is quite severe punishment for me to stand up before this group and give a talk. When I first began my practice I was of a natural retiring disposition and instead of forcing myself to take part in social activities and thus overcoming my deficiency, I hid away until I was forced into something.

Don't hesitate to get before a group and talk. Don't hesitate to do all the reading that you can. I remember reading recently somewhere that some one said that only one out of one hundred books are worth reading. It seems to me that that was several years ago and as there are so many more books published now it must be doubly true today.

Jefferson said, "You shouldn't read a book until it is a year old." I have reread books today that I read first several years ago and I find more meaning in this reading than I did at first. I hope that you are reading and carrying on research work. Later you will

or you won't. I have found at medical school that the best teachers are the older men. The older person is either the poorest or the best. So in your youth make up your mind which you want to be.

I recall a situation four or five years ago. The principal in Saline County at Harrisburg visited the homes and knew the background of his students. Several years later he became county superintendent. Some teachers say if they visited the homes it would be too much work. I believe it is reducing the work, not at the very moment, but certainly it will show the effect later. It is the same principle as this: that learning the multiplication table thoroughly makes arithmetic easier for you later.

I hardly know the ground that I was expected to cover, but unless I can give you something helpful to make use of, I feel that my time has not been worth while with you. For about ten years I have spent my time visiting schools with 500 to 3000 population to help them with their health programs. I am giving helpful material.

Dr. Thomas Wood said that the health program should be quite completely correlated with other areas of learning. About 1925 we began to hear more about correlation of school health teaching through the different subject matter courses. For the past four or five years I have been learning about integration. It is something we talk about much, but don't often do anything about. When we were taught penmanship, we were taught to use the arm muscle and most of us thought we had the right motion, but we did not, and we are still writing the old finger way. I am sure that this is true of integration. We don't do it very well. The best illustration that I could give you is what we get in English courses. We get spelling, writing, reading, and composition all in one. They are all brought together so we do not realize it is four separate things. We could bring health work into the same unity. Some of the most interesting class recitations have been classes in general science and biology where they bring in health subject matters.

This is an abstract that I made of a thesis in the teachers' college. He reviewed four of the common science text books, four books on general science, four books on biology, four on chemistry, and four on physics. "I found 190 pages given to foods, 106 to diseases, 73 to air and sunlight, 66 to water, 27 to cleanliness, 20 different health measures in biology; 310 given to food, 205 to diseases, and 15 to mental hygiene; 84 to physiology and chemistry, 78 to food, 28 to water, 21 to air, 14 to cleanliness, and so on. In the books on physics there were 15 pages given to eyes, 11 to air and sunlight, 6 to safety, 5 to diseases, 4 to water, and 3 to food."

As I had said, some of the most interesting sessions that I have attended were on health problems. They are problems of interest in that they can show it at school in recitations. This is more satisfactory than holding up a subject and saying, "This is health." Pupils do quite well with the materials that enrich their work in the health education survey today - books in biology, general science, newer books in chemistry. This more attractive subject matter makes it more interesting.

There are ten companies that I wrote to. The National Dairy Council, 11 North Canal Street, Chicago, Illinois, has pamphlets and catalogues. They are on sale very cheap. More subjects are milk,

physical fitness, an appreciation of calcium, teaching materials for lower grades and high school classes. From the Quaker Oats Company I got interesting posters for 16¢ and 17¢ apiece. Another company to write for material is the School Health Service, 141 West Jackson Boulevard, Chicago. The National Society for the Prevention of Blindness, 50 West 50th Street, New York City, has many different pictures, posters, and pamphlets. One pamphlet deals especially with fireworks. The posters are 8 x 11 and cost 3¢ each. They are from the United States Department of Labor, Children's Bureau, Washington, D.C. You can get catalogues, bulletins, posters, and other things interesting to teachers such as recreational poster standards. You probably have some posters from the National Safety Council, 20 North Wacker Drive, Chicago. The American Red Cross, Washington, D.C., has some valuable material in its pamphlets. The subject that I am most interested in from the health standpoint is the physical health of the pupils considered from a mental hygiene angle. I am sure you would like the catalogue from the National Committee for Mental Hygiene, 50 West 50th Street, New York City. They list practically all the books, new and old, in mental hygiene. This is a real pamphlet that we appreciated enough to buy a good many copies. It is "Mental Hygiene." You should buy "The Mental Hygiene in the Classroom." The price is 15¢. It is prepared by the Department of Child Guidance, Newark, New Jersey. It is the most readable pamphlet on mental hygiene for the classroom that I have ever examined.

Another subject that is getting a good deal of attention is sex instruction in schools. You may write the American Social Hygiene Association, 50 West 50th Street, New York City. Here are a few pamphlets provided by them: From Boy to Man, Sex Education in the Home, The Question of Petting (which we can do nothing about, incidentally) Here is a formula for sexual education. All of the pamphlets from this Association, as I remember, are free. We shouldn't, of course, forget our own state department. The American Public Health Association, 50 West 50th Street, New York City, carries a lot of health material. Here are the names of some little work books for lower grades: "The Harder Work Books," "Health and Sex." These books have two parts each. They sell quite cheaply from the Harder Publishing Company, Cleveland, Ohio.

I found out about some books from someone at the Western Reserve University, and with what little time I have spent on them, they appear to be quite good books. You may write to the companies listed for some of these books and others you will, no doubt, find in your own school or public libraries. We should do more reading on mental health and child psychology.

* * *

PRECEPTS WITHOUT PRACTICE IN HEALTH PROMOTION

by

Dr. J. R. Beard

In a moment of high discernment, Leonardo Da Vinci observed that "The supreme misfortune is when theory outstrips performance." Both sincerity and consistence demand that practice approximate precept. No one is satisfied with the advice of the negro preacher, who when caught taking a nip by the leading member of his church and was accused of not practicing what he preached, replied, "Do not do as I do, but as I say."

In no aspect of life does man reveal so many paradoxes of indifference and interest and of neglect and precaution as in his attitude towards health. He ruins his health to get his wealth, then spends his wealth to regain his health, and in the end has neither. He accepts without question the dictum:

"That love, nor honor, wealth nor power
Can give the heart a cheerful hour,
When health is lost,"

and then squanders his health like a drunken sailor getting rid of his money on shore leave.

If he wishes to make an investment he consults the most experienced banker in town or the best known spiritualist, but when it comes to health he alkalizes by radio, treats gallstones on a tip from a patent medicine vendor and adopts fantastic diets with the devotion and expectancy of a religious fanatic. He asserts that his is a day of specialization - and buys his glasses at a ten cent store.

He speaks emphatically of being practical and of the necessity of dealing with facts while swallowing pink pills for pale people and eating spinach to be like Popeye. Thus in a scientific age noted for its realism, foods and drugs are bought and used, of whose composition and action the consumer knows nothing because he permits their composition to be cleverly concealed to his own disadvantage.

What a contradiction is man! He cuts corners and separates roads to reduce automobile accidents and sells gasoline and hard liquor in adjoining establishments. He weeps over the unfortunate and drops high explosives upon kindergartens. He asks for a million dollars for the war-stricken and on the same day ships 100,000 tons of scrap iron to make munitions to cause more suffering to require more relief.

When it comes to precept and practice, man is, as the satirical Pope has said,

"Chaos of thought and passion, all confused;
Still by himself abused, and disabused;
Created half to rise and half to fall;
The great lord of all things, yet a prey to all;
Sole judge of truth, in endless error hurled,
The glory, jest, and the riddle of the world."

Practice Refutes Theory

If it is the purpose of education to develop "a unified life, directed toward an objective which the person living the life considers to be a supreme ideal," the outstanding aspects of such a character are inevitably hygienic, mental, aesthetic, religious, and moral. Obviously, without the first; namely, a considerable degree of physical well-being, the other elements of an effective life cannot exist or are below the level of a self-directing and socially contributing unit. Equally clear is the fact that the better the anatomical structure and physiological functions of an individual, the stronger and better the foundations upon which to develop skills and those concepts, beliefs, attitudes, and points of view which compose the fabric of a sound education.

Consideration of the individual and of the circumstances under which he must live are principles of supreme importance in education if he is to acquire the ability to protect himself and his family and to participate in and to lead worthwhile community activities. The mere stimulating of thinking is not enough. Thought must lead to correct decisions which must express themselves in right conduct. The final test of an education is not the quality of its precepts, but the actions which it motivates.

In a number of schools, the dead hand of ascetic and scholastic tradition still puts the stamp of inferiority upon courses for body development and the acquisition of knowledge and skill in the use of recreational facilities. Education far too often gives lip service to the precept of a sound mind in a sound body and in its practice attaches more importance to the splitting of an infinitive than the consumption of a well-balanced diet. Although years ago Herbert Spencer pointed out that "To be a good animal is the first requisite for success and to be a race of good animals is the first condition of national prosperity," getting Caesar across the Rhine or the Rubicon in the right syntax is still, in certain localities, deemed of greater value than knowledge as how to handle the human machine in a complex and highly artificial environment.

Mentioning of these facts is neither to discount the value of training in English nor advocacy of some educational Brutus taking a thrust at a scholastic Caesar. It is possible to love health more without loving rhetoric or Latin less. The emphasis is upon putting first things first and that in education as elsewhere "example is always more efficacious than precept," - as true today, as when Samuel Johnson expressed this view to Boswell in a coffee-house in London.

Health the First Concern of Education

In an admirable treatise on education we are told:

1. "Health, the basis of both individual and social welfare, is the essence of life.
2. "Health holds the distinction of being a good in itself and a means to all else.
3. "In a political democracy the efficiency of the public control of health and disease is a function of the

entire population. No class can be ignored. It is the school which touches the lives of the masses and which must bear an increasingly large share of the burden of bringing health to the masses.

4. "If the school is to make any genuine and adequate contribution to the furtherance of health, it must provide for the formation of health habits, the imparting of health information and the development of a health conscience.
5. "The moment the child enters the school effort must be centered on his forming desirable habits in the field of both personal and social hygiene.
6. "In the school this process of habit formation will be greatly facilitated by providing environmental conditions that call for the desired reactions.
7. "Habits are not enough. The men and women of the next generation must know that both health and disease have their causes, that these causes can be discovered and understood, and that through the application of knowledge the one can be promoted and the other prevented.
8. "But habits and information, however valuable they may be, are not sufficient for the task. The individual must be given a health conscience, he must be made to display a will to health, he must be encouraged to develop a moving sentiment for health.
9. "The development of such a positive attitude towards health is possible only under the guidance of teachers who themselves possess it in full measure, who appreciate the significance of their work and who grasp the meaning of the struggle of the race for a more abundant physical life."

These are fine precepts from an excellent "Principles of Education" published fourteen years ago. Equally significant is the following excerpt on "Health Education" from the Introduction to the Report of the Joint Committee of the National Education Association and of the American Medical Association published in 1924:

"The aims of health education are to improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race."

What an inspiring definition of purpose! But what of the record!

Present Practices

In a recent study of the health education of 6,455 high school graduates, approximately 88% was from one state, it was revealed that only 9% of the matriculants had had hygiene, 22% physiology, 50% biology, and 62% general science in high school. Of the 9% who had had hygiene, 82% had been taught by teachers giving instruction in one or more other subjects. Of those who had taken biology and physiology, 42% and 62%, respectively, had been taught by part-time teachers.

From Table I on the board it is seen that a little less than one-half of the high school graduates had had biology and 42.7% had been taught by teachers giving instruction in some other subject. The amount of education in hygiene and sanitation received through biology will vary with the teacher and the text, but only under unusual circumstances will it be adequate for the responsibilities of modern life.

Only 1,440, or less than one-fourth of the high school graduates had had physiology in high school, and nearly 62% of these were taught by teachers who also gave instruction in one or more other subjects. Of all that science has to offer, knowledge of the operation of the human machine would seem to be the most valuable and vital. The number of high school students had very elementary physiology in the grammar school, instruction comparative to English or Mathematics of the grades, but far from sufficient for the finished product of our public schools.

Where the instructor teaches several subjects, it is impossible to determine from a questionnaire in which one his primary interest lies, but as a general rule high school teachers are better prepared to teach English, mathematics, or history than either hygiene or physiology. Because physiology is the science of organic function, it is frequently taught with little emphasis upon personal hygiene, no consideration of sanitation and no discussion of the control of communicable disease.

Of the 6,455 high school graduates studied, 4,027 or 62.39% had taken general science. This subject is usually a mixture of physics, chemistry, biology, physiology, and nutrition. As health education for high school pupils, 80% of whom will not go to college, it offers samples of the instruction they should have in hygiene rather than proper training for the responsibilities they will have to assume in their homes and in their communities.

Both physics and chemistry were taken in high school by from 55 to 62% of the high school graduates. These subjects are often taught by the same instructor who gives his entire time to them. In many high schools, students have to take a certain amount of science to meet the requirements for a diploma. Physics and chemistry are often considered as satisfying this prerequisite. It is possible, therefore, for pupils to be graduated from high school without having had biology, hygiene, or physiology, although neither chemistry nor physics gives them the most elementary knowledge of personal and community health.

Sharing Instruction in Hygiene and Allied Subjects

Table III shows that of the 6,455 high school graduates whose records were studied, only 106 or 1.6% had received instruction from a teacher reported to be giving full time to health education, and only 9.2% had been taught hygiene at all in high school. Table III reveals that of the 490 who had taken hygiene under teachers of other subjects only 22 received their instruction in connection with biology and only sixteen in combination with physiology.

That it is the practice in many high schools to draft whomever may be at hand to teach hygiene and sanitation is obvious from Table III. Of the subjects taught in secondary schools, only biology and

physiology can give a teacher sufficient information and background to teach the elements of preventive medicine. Some schools require very different standards of preparation for teachers of chemistry, physics, English, mathematics, and history than for hygiene, physiology, and sanitation.

A large part of the small group of high school graduates who have had some instruction in health education received it from their teachers in physical training, usually as occasional talks on personal hygiene. Many athletic directors who are in charge of physical education in high schools have had elementary courses in anatomy, physiology, and hygiene. If they were permitted to give their undivided attention to health education, they should give as creditable instruction as many of the teachers of biology and physiology. They, however, have other duties and are faced with the stern necessity of producing frequently winning teams or hunting for a job with which to support their families. Under such circumstances they are entirely too busy to give hygiene the attention its importance demands or to keep informed of the latest progress in preventive medicine and sanitation.

Qualifications of Teachers

The standards for teaching health are no less exacting than for English or mathematics. They are in brief:

1. A thorough background of the fundamental sciences of biology, chemistry, and physics.
2. Knowledge of physiology, bacteriology, psychology, sociology, and economics.
3. An understanding of the principles, psychology, and philosophy of education.
4. Thorough contact with the proper facilities for instruction.
5. A fixed determination to keep up with the rapid progress and changes of preventive medicine and sanitary engineering which make it possible for man to control his environment and to adjust himself to it.

The curricula of many colleges and universities offer the prospective teacher of hygiene an opportunity to get the broad background essential to teach high school students who tomorrow will be determining the destiny of their communities. The demands of our complex society preclude the drafting of the poorly prepared "Jack-of-all-trades" to teach a subject for which he has neither the basic science nor special training. Doubly unfortunate is lack of preparation when he is to provide individuals with knowledge essential to protect themselves, to safeguard their families and to function intelligently as citizens in the promotion of the general welfare.

The supreme misfortune of precept without practice is well illustrated in the valedictorian who read Latin with ease, spoke French fluently, excelled in mathematics, used superb diction, was familiar with history and was the best in his high school in dramatics and public speaking. On the day of commencement he was anxious because he had been educated but not taught how to live. So he went to his master and asked:

"How shall we care for our bodies?
How shall we rear our children?
How shall we work together?
How shall we live with our fellowmen?
How shall we play?
For what ends shall we live?"

His teacher pondered these questions and sorrow was in his heart for his health knowledge consisted only of a few platitudes and his learning touched not these things.

* * *

A school nurse with four or five years training in the university does not have enough knowledge of bacteriology, biology, and chemistry.

I think a school nurse could be a stopgap. The amount of work which she has to do is an important factor to consider when she assumes the extra load.

Several people here doing health work in these schools would like to hear some practices put into use in other schools.

MR. FOSTER KEAGLE: Harrisburg is not so big, but it seems large to me because it is the largest place I have ever taught. The first six years of teaching I coached all sports, and taught physics and physical education, and business arithmetic and mathematics, and then I had physiology classes in my hands. I could tell I wasn't getting very far in health teaching. A health teacher should have at the end of the year something to show for his teaching. I went to Harrisburg. They are backward. They had never had any health instruction and no health essentials given in the high school. Most of the students are on relief or the WPA. As I said before, you don't find a boy interested in health unless there is something else he is interested in. I try to know these boys, and I try to find out each boy and interest him in something that he can do - especially along the line of physical achievement. The boys are interested in something. Some did not want to do anything. They are not interested in their health. I have been very much encouraged. We have a number of boys who work in doctors' homes to pay for having their tonsils out and their teeth cared for. It seems to me that the kids are showing an interest. I do not think that you can teach without another motive. How can you approach a boy in good health, a boy from a good home in good physical condition? It is a good idea to know people to get more interest. Give them a health project to do.

MR. CUNNINGHAM from Lawrence County: Down in Lawrence County about twelve years ago, I found that if you want to get a boy or girl interested, you must be a leader. I was a county superintendent then. To arouse their interest in physical fitness, I sent word through my teachers to talk to them about learning to turn limber-overs and walk on their hands. I offered any kind of soda or sundae to any boy or girl in Lawrence County who could turn 15 limber-overs and walk 15 steps on their hands. When I went to the various schools, we would meet in the courthouse yard where they would demonstrate their physical fitness. By way of encouragement I sometimes demonstrated mine.

Those who qualified for the award were given the money and they bought their treat. Later I increased the award to a banana split sundae. When the price of banana splits came down to 20¢, I gave them a quarter or a banana split sundae and a nickel.

We try to inject more interest in physical fitness in our commencement programs by having the students perform before the audience with limber-overs, pyramids, and hand-stands. You must take the lead and they will follow.

MISS LOUISE ROBINSON of Chicago: I have tried for the last two years to develop a new program in the Chicago schools. The first two years students are given three hours a week of physical education consisting of planned games and programs. The elementary schools are trying to start a more uniform program than before with the cooperation of the health centers who are beginning to do more health work. One teacher, usually a physical education teacher, is assigned to do all the health work, and they usually follow a health program that is planned for all schools. We also attempt to encourage individual sports. Students who are not physically capable of taking this regular work when they bring a doctor's excuse are taught physical fitness as through first-aid work.

MR. R. O. DUNCAN, University of Illinois: Should boxing be taught in high school? I would like to have Dr. Beard's opinion.

DR. BEARD: I am favorable to boxing, but as the years have gone by, I have become convinced that it has no place in physical education. Why did I become convinced when formerly I was favorable to it and I boxed in college myself for four years? If you will look into it, you will find that boxing causes brain lesions more frequently than any other kind of sport. Sometimes, as has happened twice in the university here, people have been killed as a direct result from a blow received in a boxing match. But the percentage of fatalities is not as high as the percentage in the major and more popular sports as football, but a brain lesion may be formed without being fatal. Sometimes they do not show up until a person is much older.

Football is a rougher sport generally, but, in boxing the aim of the sport is to make direct blows over the heart or kidneys or on the chin. A direct blow on any of these points disables him temporarily.

* * *

210 Women's Building
July 14, 1938
2:00 p.m.

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Chicago, Illinois Harrison 2731

Presents Lecture 11

LANGUAGE ARTS AND LIBRARY GROUP

- SUBJECTS: A. Materials that Enrich Language Arts Instruction: What Are They? How Can They Be Used to Supplement the Textbook Effectively?
B. Stimulating Pupil Thinking in Language Arts.

EFFECTIVE ENRICHMENT OF THE TEXTBOOK

by

Miss Vera L. Peacock

The need for and advantages of enriching a basic text along broadly cultural lines have finally won general acceptance among educators. The days when a firm barrier separated materials considered suitable for class from those permitted in school clubs have vanished and there are times when one even wonders if the erstwhile clubwork is not now the main substance of the class. This general fusion of strictly academic procedure with the machinery and interests of everyday life has tremendously vitalized both teaching and the subject material itself. It has also raised a number of problems:

1. How much class time is to be devoted to an enrichment program? Is it to be added to an already crowded syllabus or is the syllabus to be modified to allow time for supplementary materials?
2. Just where is the dividing line between materials effective for class work and those more desirable for club activities? Or is there no such division?
3. How can we be sure that our enrichment materials really serve the skills, appreciations, and understandings which constitute the objectives of our courses without becoming ends in themselves - ends laudable enough and pleasurable certainly, but which may not increase appreciably the pupil's capacities? Enrichment materials to be effective must be within the grasp of the pupil. They do not all enlarge that grasp as classroom instruction must enlarge it if intellectual growth is to result.
4. Which of the available materials is a teacher to choose and how are they to be introduced?

I do not presume to know the answers to these problems but I should like to offer a few ideas regarding them and hope to learn many more from you.

The matter of time division is probably not one that can be settled definitely for all types of schools or for all sections of the country. The existence of explicit syllabi or other requirements set up by state or city boards will be the most important factor in determining how great a role supplementary cultural materials may play in any one field. For example, a state syllabus in French with definite requirements in grammar and in reading proficiency, backed up by state

examinations stressing those points and including aural comprehension leave little class time for extraneous activities. In areas where such a system exists club work becomes increasingly important, for it is there that many of the connections between the French language and the student's immediate environment and interest range are made, and it is only there that visual aids, object teaching equipment and many devices of real teaching can be used to any extent. On the other hand, in such an area as this, where there is no state syllabus in French, the teacher has great freedom in adjusting his course to the needs of the pupils and the conditions of his particular school.

In a school where extra-curricular activities are greatly stressed there may not be room for extensive foreign language club work. In the varied offering of athletic, musical, dramatic, and hobby activities, its rather restricted field may not attract a large number of pupils. In such a case enrichment material might well receive a very important place in the classroom itself. Large schools usually have two well defined groups in foreign language classes, those who need to develop skills in the language; that is, oral and written expression, aural comprehension and reading ability, and those who profit most from a study of foreign people, their customs, ideas, habits of thought, peculiar contributions to civilization, and potential influence on our own development. In an ideal school the first group would either spend the larger portion of the class hour developing skills and would apply them for the most part in club activities or would embark on a course of sufficient length to permit the attainment of both of those objectives in the class itself. The second group would confine its skill development to that of reading ability and would devote much time to a study of the foreign civilization and its relationship to ours. Unfortunately in all but the largest schools the two groups must be in one type of class and the teacher must modify her work to suit the majority of her pupils - a course which truly satisfies none.

Another factor which influences the amount of class time devoted to enrichment materials is the extent to which the school library supplements the work. In schools where each student has definite library periods much can be accomplished through displays and exhibits worked out with the librarian. Such cooperation greatly increases the effective presentation of real aids. The librarian's knowledge of sources and skill in selection and arrangement of materials and the fact that she is interested in them mean much to the classroom teacher. The pupils who come in contact with these materials in the library meet them under different circumstances and through the influence of a different personality and so receive an added stimulation of interest.

The division of materials into those suitable for class work and those more desirable for club activities depends on the amount of class time allotted to such materials. However, games requiring equipment more extensive than flash cards, time-consuming activities, and those in which the learning value is relatively small ought always, it seems to me, to be relegated to club work. For example, question and answer games, spelling games, or scrambled words and sentences might well be a part of class work; but games of authors and the like, cross-word puzzles, and anagrams require more time than their value justifies in the classroom. Formal chorus work, the study of native dances, soap carving projects, and construction work are excellent fields for a language club, but they have no place in

examinations stressing those points and including some composition
leave little class time for extensive activities. In some cases
such a system exists and work becomes increasingly important, for
to have that many of the connections between the French language
it is only there that visual aids, object teaching equipment, and
devices of real teaching can be used to any extent. On the other
hand, in such an area as this, where there is no other syllabus
available, the teacher must find his own way.

In a school where extra-curricular activities are given
priority, there may not be room for extensive foreign language
work. In the varied offering of athletic, musical, literary,
and other activities, the foreign language is often the last
to be considered. It is a very important place in the classroom itself, for the teacher
usually have two well defined groups in foreign language classes:
those who need to develop skills in the language; that is, oral
and written expression, and those who are interested in the language
as a means of thought, and a contribution to civilization. The
latter group would rather read the language than use it. The
developing skills and would have some part in the
the development of both of those activities in the classroom.
The teacher must be able to handle both groups. Unfortunately, in all but the
largest schools, the two groups must be an integral part of the
same class. The teacher must be able to handle both groups.

Another factor which influences the amount of class time devoted
to enrichment materials is the extent to which the school library
is used. The library can be an excellent source of enrichment
materials. Such cooperation greatly increases
the effective presentation of real ideas. The library is
of course and still in excellent and arrangement of materials and
the fact that she is interested in them means much to the classroom
teacher. The pupils who come in contact with these materials in the
library meet them under different circumstances and through the in-
fluence of a different personality and so receive an individual
impression of literature.

The division of materials into these categories for class work
is more desirable for each activity depends on the material.
Some are allotted to such materials. However, some materials
are those in which the learning value is relatively small and
ways, it seems to me, to be related to class work. For example,
questions and answer games, spelling games, or scrambled words and
sentences might well be a part of class work; but games of authors
and the like, cross-word puzzles, and anagrams require more time
than value justified in the classroom. Formal class work, the
study of native language, such as the projects, and construction work
are excellent fields for a language class, but they have a place in

the ordinary high school class period. On the other hand, photographs, maps, calendars, posters, foreign money, phonograph records, newspapers and magazines, and plays may all be splendid classroom materials if they are carefully adapted to the primary aim of the class.

This brings us to our third point, the desirability of keeping enrichment materials subservient to the purpose of the class rather than allowing them to develop into ends in themselves. We accept as one of the first and most important duties of a teacher the establishment of aim of his course and the adaptation of all materials and procedure to that aim. That is far from being as simple as it sounds, but if the primary purpose is always in the mind of the teacher he will find it possible to adapt both textbook and other materials to it. Such a teacher will not introduce a foreign sound film simply to stimulate his pupils' interest. He will use the film to increase their aural comprehension of the language and to extend their acquaintance with foreign customs and people. He will prepare the class in advance by explanations of the subject presented, by a discussion of its geographic, historical, or economic aspects, and by a thorough study of the dialogue and sound accompaniment. Furthermore, he will use the film several times stressing the different elements each time until the pupils are thoroughly familiar with the content of the picture and have comprehended fully the foreign idioms.

One factor which needs stressing seems to be the need to teach enrichment materials. A teacher may cover the bulletin board with interesting materials, may change them frequently, and still fail to use that device effectively. In the first place, that bulletin board may belong too patently to the teacher. The pupils will inspect it more frequently if they contribute most of the exhibits and if they help to arrange them. But to reach all of the class, including those who never offer contributions to the board, the teacher will need to ask questions about the exhibits or base short compositions on them. If the exhibits have real informational value, as they should have, it is probably better to ask for three sentences on four or five articles than for a paragraph on just one. Many of the most important values of the foreign language class can be furthered by the use of the bulletin board. For example, we hope that our students may understand and admire the great intensity of French intellectual life and its real importance to the French people. News photographs dealing with state funerals for writers and scholars with the French Academy, and occasionally with anniversary celebrations or statues, provide opportunities to draw the students' attention to the role played by the great intellectuals in French public life.

Ordinarily enrichment material cannot be just dragged in without first establishing some natural connection with the pupils' life. For example, we have been very fortunate this year at Southern Illinois Teachers' College in having at different times several native French people talk to student groups. Out of these talks, interests in different aspects of French cultural development arose which we were able to continue by use of maps, books, newspapers, and other real aids. But the original connections were made first. Two of the speakers were musicians who had first captured the student enthusiasm in their concerts. Such things are frequently wholly out of the teacher's control, but he can seize them when they happen and foster the interests they arouse by different materials which he ought to have constantly at hand. Radio programs may kindle student interest in a certain subject. Maude Adam's broadcast of Cyrano de Bergerac

last spring inspired a number of our students to read the play, and the excitement of our second-year reading class when part of Le Juif Polonais, which they were studying at the time, came unexpectedly on a radio program one evening was most satisfying to us. The one who discovered it called the other members of the class and me and the next day we discussed it thoroughly and finished the book with renewed interest. Commercial films often stimulate the pupils' pride in their ability to understand foreign phrases and from that engender a new eagerness to learn more about the country. Louis Pasteur, The Life of Emile Zola, Charlie Chan at Monte Carlo, Seventh Heaven, and Tovarich all brought eager inquiries to our classes. Walt Disney led to fables in general and then to those of La Fontaine. News stories, especially those with a romantic touch or the appeal of adventure interest pupils also. The story of the Windsors found its parallel in that of Berenice, and I am sure we never studied Racine so eagerly as this last year. News stories of Devil's Island often give us a chance to talk over the Dreyfus case. Any such lead will go farther than the sudden inspiration of talking about French colonial possessions some bright morning.

Just which enrichment materials are to be chosen for any given class and how they are to be introduced are again matters which cannot be established definitely for all situations. One basic rule, however, that might well be followed, is to choose materials that fit in with the text and classroom procedure and to introduce them as naturally as possible. You cannot cram culture down pupils' throats. But when a lesson in the text mentions the rivers of France, you can find those rivers on a map, discuss the regions through which they flow, show pictures and photographs of the cities along their banks, and develop any sparks of interest that you may note in the class. When numbers and dates come along, you can use French calendars, ask questions each day regarding the date, and work in a great deal of information about anniversaries, holidays, and the like. Christmas, Easter, and Mayday are fine occasions for learning simple songs, studying foreign holiday customs, and developing little plays or parties illustrating those customs.

Of course, some texts lend themselves to illustration by supplementary material much better than others. If the reading lessons deal with foreign customs, geographic, historical, or social discussions, or artistic developments, it is relatively easy to introduce maps, postal cards, travel literature, and magazine articles. But teachers who use older grammars, often extremely bare of cultural references and with few points on which to hang such information, still can bring in the materials connected with the seasons of the year, holidays, foreign monetary systems, and references to foreign developments as they appear in the newspapers, newsreels, and magazines. Those things are available to every classroom and can be developed amazingly if one tries.

It is almost always possible, too, to modify somewhat the appearance of a classroom in order to create a foreign atmosphere. Pictures, maps, a flag, proverbs, greetings, or verses of songs written on the blackboard, displays on a bulletin board are all readily available with but little effort. These objects should be used occasionally in the lesson development if they are to contribute their full value to the pupils. It is just as easy (and far more practical) to ask for the colors of the French flag as it is to teach position of adjectives of color by reference to a little white house or a little red

hen. And the eternal "where is" question of the first year class might well end once in a while in Paris or Marseilles instead of door or window, providing always that there is a map and a pointer within reach.

Another teaching aid which requires little equipment and which can be introduced naturally is the singing of folk songs. The vocabulary of many of these is amazingly simple. The repetition involved can be utilized as a pronunciation drill. These songs are frequently the accompaniment of dances or lend themselves to dramatizations which may be developed in language clubs. Records of these folk-songs and of other foreign music provide an excellent variation if time is available. They are useful only, however, if the class is prepared in advance to understand them and if they are used frequently enough to become familiar. It is a rare high school pupil who can understand much of a foreign record unless he knows what is being said.

Since the radio has brought opera to everyone it would seem the duty of the foreign language class to increase the enjoyment and understanding of operas by some study of their stories and music. Much of this will fall to the language club and will depend on the possibility of securing records and librettos and on the interest and enthusiasm of the teacher. The student of French or German will enjoy Faust or Tristan and Isolde far more if he knows the story, is familiar with the main choruses and arias and can understand at least a part of the words. Some schools have been able to work out definite programs of instruction in foreign music in cooperation with the music department. Every time that other departments or individuals consent to work with the language teacher in his enrichment program, the effectiveness of that program becomes tremendously increased. The pupils gain through contact with these other teachers and profit from their specialized knowledge and skills; and the teacher gains immensely in inspiration and encouragement.

Fortunately, most of the teaching aids which we have mentioned are inexpensive or even free. Larger and more expensive devices are often desirable but for many schools impossible. Many projection and sound machines are so poor as to render films ineffective. Pupils are accustomed to the highly finished performance of commercial films and are so annoyed or amused by the inferior productions of much educational equipment that they profit little by it. 16 mm. foreign films are often dark and jerky and the sound equipment may blur the speech so that it is incomprehensible. In cases where several communities can unite to provide 35 mm. equipment, better results may be obtained. Then old commercial films of definite educational value may be purchased and used frequently enough to be effective. Occasionally school groups can persuade the local movie to show special pictures at odd hours. For example, the Carbondale theater gave a special student showing of The River for five cents admission one morning at 11:30. Local theaters can sometimes be rented outright for an afternoon or evening. That is, of course, an expensive process, and would probably require the backing of several groups.

Radio programs can be used occasionally very effectively, but for most of us they will remain an extra-curricular pleasure. They can sometimes fit very nicely into club work, and I believe that they ought to be so used when possible as ought every other aspect of modern life which has a real and natural connection with academic

material. If the many obvious relations between a pupil's everyday life and the subject content of a foreign language course are sufficiently stressed, the vital importance of language teaching in modern education will be more apparent to those who question it.

STIMULATING PUPIL THINKING IN LANGUAGE ARTS CLASSES

by

Marie Krieg

I am very happy to take my humble part in this conference and discuss this question of stimulating pupil thinking which is the progress or trend in American education today, stressing as it does the emphasis on the reasoning function of the mind, rather than the memory alone, and suggesting the blending together of fields of interest. In taking, as Professor Knight suggested, that protective attitude toward their subject, that will not enable it to blend with another closely related subject.

For the material for these subjects, I have made up a symposium of practical things that are being done actually in the secondary field today by my friends and people in English throughout the United States as recorded principally in the English Journal. I do not have much material on foreign language growth and I have decided that Miss Peacock is the authority on that subject. Several things which will stimulate student thinking are:

1. Willingness to experiment.
2. Pupil participation in planning class room cooperative undertakings.
3. Crusade for training of the ability to learn to read, which we, from time to time, have thought was merely in the realm of pioneer education.

Before we decide how we shall stimulate pupil thinking, I think it would be worth while to raise the question of our growth in so doing. Some of the reasons for stimulating student thinking are:

1. Personal development where the individual is so stimulated that his interest and ability will be doubled; so that he won't find it necessary to secure aid of benevolent government or psychoanalysts, and that he will have an abundance of self-formed ideas that he, himself, will initiate and continue to use.
2. There will be an abundance of self-reliance and self-direction -- a process of life-long learning.
3. Club work is effective in developing student thinking. It is conducive to a healthy public opinion which will make for improved social living in a more democratic pattern.

Andrew Carnegie, when endowing and building the famous Carnegie libraries, said that he was doing it in order to make democracy sound by making it intelligent. Edgar Johnson, before the National

Association of Student Affiliations, said in his Internes in Citizen-ship, "to close the gap between technical efficiency and human happiness, maintaining a democracy, three qualifications must be exhibited by citizens:

1. Sense of personal responsibility.
2. Power of intelligent and thoughtful study which involves tolerance of points of view of other than one's own.
3. Ability to work with others."

The equipment with which students must be outfitted is:

1. A sufficient knowledge of books:

- a. Fiction and reference books.
- b. Readers' Guide.
- c. Bibliographies.
- d. Grammar reference books.

To make a modern class successful, it is necessary on the teacher's part to encourage expression. The development of a class depends solely upon this formula, for without expression by the students, each would remain shut up in his own little shell. The success of the class, especially any English class, depends entirely upon the ability and success of the teacher to put the students mentally at ease. If the subject is enjoyable to the student, he will naturally contribute more to the class discussion. A teacher should give the students just enough of her own thoughts to make their brains function.

Each individual should read many books, of all different kinds. Humorous books must not be overlooked. The reading should include the classics from O'Henry to the present day Clarence Day. Subtle humor, such as that of Alice Ward Shaw, and broad humor in funnies, cartoons, caricatures, dialect, must not be forgotten. From the popular Scotch jokes to Amos and Andy, there is a wide range of humorous dialect. Then, there is the stranger and milder humor of English in the Flying Yorkshireman and the delicate Barrie presentations. Movie versions of humor, from slapstick through animated cartoons and character portrayals, should be studied. These humor sketches should be viewed with these thoughts in mind:

1. What makes us laugh?
2. Can we see ourselves in these situations and then laugh at ourselves?
3. Are the portrayals fair?
4. Can we arrive at any standards of humor?

Reading should also be entered into with the idea of accomplishing a practical end. We would suggest such books as, for instance:

1. Business letter writing.
2. Books on accounting, advertising, banking, hotel management, merchandising, forestry, etc.
3. Vocational guidance.
4. Business magazines.
5. Model letters (actual ones used)
6. Webster's dictionary.
7. Roget's Thesaurus.

Cooperation of the school or city librarians is most effective, also; especially if the libraries are full of good books. Every student must possess the ability to read. An active worker in the N.Y.U. Clinic has said, "I recommend a crusading campaign to convince boards of education, taxpayers, and ourselves that the business of the school is, as Carlyle said 100 years ago, 'to teach people to read.'" There are many health clinics, the world over. Why shouldn't there be book clinics as well? Remedial drills in mechanics of good reading should be given. They serve as a maximum stimulus for all. They offer competition on the same level for all, and still individual differences. It is wise to practice oral reading to a great extent - verse speaking choirs are helpful. Students should be encouraged to develop a neutral attitude from their reading. J. H. Robinson has said that a scientific mind is the sum of open-mindedness and caution. Discussion of the material read is a comparatively new experiment, based on cooperativeness. In these discussions, all worthy contributions should be realized and encouraged. Much wisdom is accumulated as a result of discussions, and it offers a test in observation powers, experience, and further acquaintance with books. It also gives participants the ability to differ agreeably. There is nothing more beneficial than a friendly "give and take" discussion. From these discussions, students should be encouraged to draw tentative conclusions.

The teacher also plays an important role. He must create the interest and desire to enter into the discussions. He must advertise his product in much the same manner that the modern advertising agency does. The teacher should be the guide, supervisor, consultant, arbitrator, (if the discussions become too heated), but he should never be the dictator. He must be certain that there are no "yes men" in his discussions.

Reading is a good medium through which to view contemporary life. Reading about hobbies, about installment buying in such plays as "You Can't Take It With you," about the slums in such books as "Dead End," and about crime in "The Last Mile," are all good sources for material about contemporary life. Each student should ask if the pictures presented by these things read are true or distorted, if they were intended merely to present a problem or to arouse to action. They should decide what conditions need remedying. They should think about what their community could do about it, and about what they, themselves, could do about it.

International issues, such as war and peace, may be studied through such poems as:

1. The Battle of Blenheim.
2. I've a Rendezvous with Death.

Through such plays as:

1. Journey's End.
2. What Price Glory?
3. Peace on Earth.

Through such novels as:

1. All Quiet on the Western Front.
2. The Way Back.

Through non-fiction:

1. Testament of Youth.
2. Life and Death of a Spanish Town.

For individual reading of miscellaneous books, these questions should be constantly kept before the reader:

1. How is the struggle between the idealistic and realistic exemplified in characters, setting, and the incidents in Poole's "The Harbor," for instance?
2. In what ways do the writings of Lamb give meaning to the statement, "Some of the greatest writers have been the most tolerant"?
3. What social problems did Dickens attack in "Oliver Twist"?

Suppose your group is studying Canterbury Tales. Get the students to imagine that they themselves are on a journey. Have them imagine just where they are going, what manner of transportation is to be used, and with whom they will travel. Let them imagine an exchange of ideas with the people they encounter. Then they will be prepared for a study of the Canterbury Tales.

In studying Shakespeare, don't forget that Shakespeare's plays were written to be acted. Julius Caesar, for example, can hold much more meaning for a group of freshmen if read aloud, and enacted. In connection, a study of ambition might be made. Consider whether the present conditions of life are comparable to Caesar's days. Determine whether the present can learn from the past or not. Let each student decide whether he is a Brutus, a Cassius, a Mark Anthony.

Group discussions, which stimulate student thinking, have a tendency to erase mob hysteria and sheep-like following of any leader. Club meetings and panel discussions are very effective. Materials for such discussions can be gleaned from various book findings, radio broadcasts, movies, controversial contemporary material, magazines, newspapers, etc.

Debate encourages the student to engage in extensive research, to organize his thoughts, to indulge in a lot of good straight thinking, and to be ready to defend his opinions, and to back them up. It trains students to deal with undecided issues. It gives them an insight into public affairs. It frees them from the shackles of propaganda. It develops a healthy public opinion.

J. Paul Leonard has said, "Wholesome living is the process of straight thinking. Thinking is the process of dealing with problems. It is cumulative and is as varied in pattern as are the activities that produce it. The 'good life' is manifested in intelligent behavior, and is a product of many activities; is made up of other elements than the conventional classroom exercises of reading, remembering, and reciting."

Paul Witty, director of psycho-educational clinic of Northwestern University, said, "Today, more than ever before, intelligent participation of young people in the process of social reconstruction is imperiously demanded. The truly educated individual will aim to control and readjust environment rather than adjust himself to it."

Statement of [Name]
[Address]
[City, State, Zip]

I, [Name], do hereby certify that the following information is true and correct to the best of my knowledge and belief.

1. [Name] was born on [Date] at [Location]. [Name] is currently residing at [Address]. [Name] is currently employed by [Company] as a [Position].

2. [Name] was born on [Date] at [Location]. [Name] is currently residing at [Address]. [Name] is currently employed by [Company] as a [Position].

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Reading, discussion and debate, whether they develop the entire group, or even one individual, have succeeded in providing the ability to meet new situations, new attitudes of mind, new sources of information, new methods of solution, and a desire to find the answers. Whether they accomplish anything toward the stimulation of thought, they encourage leisure activities, vacation reading, participation in community life, and free the participants' minds from prejudice. The years to come will attest to this.

* * *

MR. WILSON: Miss Krieg, I would like to challenge a point in your discussion. You maintain that debate should be made a course in the high school curriculum because of the desirable effects it has upon the participants. Miss Krieg, I disagree with you. As a former member of a debate team and as a teacher of debate, I certainly would not advocate introducing debate as a curricular course. The main thing in debate is proving your point and winning. It does not teach good sportsmanship in losing. It gives the pupils on the losing side a feeling of inferiority.

MISS KRIEG: The main idea of debate is not to prove or disprove the point of discussion hence proclaiming one side winners and the other losers. It is, instead, to encourage the pupils to look at the question from both sides with open minds and to engage in research which will open new discoveries.

QUESTION: Miss Peacock, could you give me an address to which I could write for some Visual Aid films to use in collaboration with my French classwork?

MISS PEACOCK: If you will see me after the meeting I will be glad to give you several addresses where you can get some very good educational films.

QUESTION: Is there anyone in the group who has used slides and found them successful?

ANSWER: I have tried using the slides with a screen which was hung from the blackboard. This did not prove very successful because our lighting effects were inefficient and we had to pull the shades which did not shut out the light.

QUESTION: I would like to have several opinions on the question as to whether it is necessary to use two sets of shades when using slides, and if it is not necessary is there anything that can be done?

ANSWER: We have used in our school for the past year, a new type of screen which can be carried to any room in the building. It is fastened above the blackboard and is made so that the room does not have to be dark to use it. We have had very good success with this screen and hope we may continue to have it.

CHAIRMAN JOSEPHINE HARRIS: I am wondering if it works better to show the slides to a large group of students or to show them to a small group; that is, do the pupils appreciate them more by seeing them as a class instead of a group as large as an assembly?

Healing, discussion and debate, which they develop the entire
All to meet new situations, new attitudes of mind, new ways of
question, new patterns of conduct, and a desire to find the an-
swer. The years to come will stress to this.

MR. WILSON: Miss Knight, I would like to see the group during the
discussion. You maintain that debate should be held in the
The high school curriculum because of the technical nature of the
The participants. Miss Knight, I disagree with you. As a former
member of a debate team and as a teacher of debate, I certainly
value the debate team as a valuable part of the curriculum.
I think the group should be held in the high school building.
I think the group should be held in the high school building.

MISS KNIGHT: The main idea of debate is not to prove or disprove
the point of view. It is to learn from the other side. It is to
learn from the other side. It is to learn from the other side.
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QUESTION: Will you please write for some Visual Aid films and in collaboration with
my French classmate?

MISS FRAGG: If you will see me after the meeting I will be
glad to give you some Visual Aid films and in collaboration with
my French classmate.

QUESTION: Is there anyone in the group who has used slides
and found them successful?

ANSWER: I have tried using the slides with a screen which was
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ANSWER: We have found that it is much better to show the pictures to a small group of students because it is easier to explain things to them and a smaller group will be much more quiet when the slides are being shown.

MISS GRAHAM: There is a matter that I should like to bring up at this time. As chairman of the committee for the November conference, I should like to solicit your help in planning the program. If you have any questions that you would like to have discussed, please write to me in care of the Springfield High School. If all of you teachers would write in the problems with which you are confronted and questions which you would like to have answered, we shall try to include them in our next conference. It seems to me that our conference will have much more meaning and be of much more benefit if we can discuss pertinent problems.

* * *

303 Lincoln Hall
July 14, 1938
2:00 p.m.

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LECTURE REPORTING SERVICE
440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 12

JUNIOR HIGH SCHOOL GROUP

- SUBJECTS: A. Descriptions of Guidance Programs Being Used in Several Junior High Schools.
B. The Guidance Function of the Junior High School.

CERTAIN FEATURES OF THE GUIDANCE PROGRAMS OF THE DECATUR JUNIOR HIGH SCHOOLS

by

Dwight York

We really have a small enough group today to talk to and with each other. I haven't planned a formal report for you, because I prefer to discuss this in an informal manner, and in that way I think I can be more accurate in discussing what I know about the guidance programs in the Decatur Junior High Schools. Some of the Decatur teachers are here and we are fortunate, for in case I am lost, I shall call on them for help.

In the first place, I am not quite sure that we all have a very accurate understanding of the meaning of guidance; I am not attempting to discuss that. We shall take a chance on that. Some things I mention may not be guidance procedures at all. I have tried to understand many of the activities of a program which in any way attempts to help the boys and girls find and adjust themselves to the school set-up.

There are four junior high schools in Decatur ranging in enrollment from 500 to almost 1100. They have 7,809 students in junior high schools.

I think the first thing I would like to discuss with you is the adjustment of the seventh graders when they enter junior high school. This process differs in different high schools, and I will just indicate some procedures in different schools. In one particular junior high school, I shall mention definite plans and methods in advance for the incoming seventh graders. A member of the seventh grade class is sent to each of the elementary schools in that area in advance, inviting the 6A or graduating class to come to this junior high school for a visit. Plans have been made to acquaint them with the building and make them familiar with the school set-up. They are introduced to the teachers and are acquainted with the mechanical aspects of the junior high school. At the lunch hour they are taken to the cafeteria with the seventh graders for lunch and more instructions. They should be kept together as high school groups or a home room unit. They try to keep the same teacher with one group throughout the three years. It is a much closer contact, because the teacher becomes much better acquainted with the boys and girls and they feel much more at home.

In another high school, similar plans are made. They are invited in small groups where they learn customs and traditions of the school in advance. They are entertained by an assembly program. Everything is done to make them feel acquainted, because coming from sixth grade

rooms where they have been in school with one teacher, to changing classes with a different teacher every hour of the day, sometimes makes them feel lost when they enter a larger school unit. So much, then, for the orientation program.

In another procedure which we are interested in - Library Guidance - which grew out of the discussions in an English Committee, we recognized the need for more information and ability to use public and school libraries more advantageously. They have instituted library guidance program meetings five or six times a semester. Students are taught how to locate and use all types of reference materials, catalogues, readers' guides; where the materials are located on the shelves; and how to find them. The librarian or teacher helps small groups get acquainted with the plan of the library and the location of books. This helps boys and girls acquire a better taste for reading materials in fields of interest to them. That is one aspect of the plan we are trying to use to replace the plan of required readings under this library guidance plan, help boys and girls to select books they are interested in, something from which they can profit.

The home room program, varies in different schools. I find that in examining some of the mimeographed outlines that they devote time to courtesy and various aspects of character education. They organize a large number of student organizations and take up a great deal of time with routine announcements. In most cases the students conduct programs under the supervision of the home room teacher. Just how successful these are depend upon the individual teacher, and how well they understand, and how much they are in sympathy with your thinking. I suspect we will find all degrees of success. Some teachers did not like home room ideas. Theirs probably lack enthusiasm. There are some attempts to help students in vocational guidance. That is because of courses in which the major types of education are surveyed as to professional qualifications, required type of service, and opportunities in those fields. On this level this will be a superficial sort of thing. This helps them find information in certain fields. In other cases groups meet with other classes at intervals of several weeks. They hear discussions by business men in certain fields. They give special reports on particular fields, keep notebooks, and so on.

So far as I know there is no definite organization or set-up to be carefully followed as to vocational guidance. In the matter of counseling, one of the junior high schools has a young lady who is the Dean of Girls, and who attempts to have conferences with the majority of girls, not only those who are failing in subjects or failing to adjust themselves to the situation, but also with outstanding students who have certain talents along certain lines. This particular dean of girls also plans carefully the home room programs or makes suggestive outlines for home room teachers. In another junior high school is a dean of girls who deals with the girls. Neither of these does a great deal of work in educational guidance.

In the matter of educational guidance, most of them have a definite plan. A particular individual meets with all the students in the junior high school at certain intervals to discuss not only the electives that are offered but also the curriculum offered in the senior high school. In one of the junior high schools there is an attempt to conduct a group guidance plan. A certain teacher meets with all students once a week, discussing problems of educational and vocational.

I have been in school with one teacher, to changing
with a different teacher every year at the same time.

In another procedure which we are interested in - library
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and school library more effectively. The first thing
library guidance program meetings live on six times a semester.
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a great deal of work in educational guidance.

guidance with them. Last year, we organized a guidance committee which is composed of one representative from each of the secondary schools to study guidance programs. They told each other what they were trying to do in the schools.

We hope in the next year or so to become much more familiar and to justify our time and effort. In the matter we have just considered there is a vital part for guidance programs. Not much more has been done yet. If I were to suggest some of the weak points on guidance programs, among them would be the fact that the educational guidance program, where it is sponsored and handled by one individual, is weak. He could not possibly know and understand all the boys and girls. That is, a great deal of advice would be arbitrary. Another weakness is the fact that we are not familiar enough with parents and home conditions to know their education and background.

Another weakness, I should think, would be the failure to provide a program of exploratory courses in the junior high school. Another weakness is in regard to home room programs. I am afraid, as they are planned, they do not accomplish very much, and of course, the activities and clubs as mentioned earlier, form a very important part of this work and are closely related to it.

I wonder sometimes, just how much guidance we are really offering in certain groups where boys and girls are forced to participate in them. Very few records are kept in school. The attempt to have individual conferences with boys and girls, particularly where the responsibility rests with one individual, is bound to fail, and we know that this problem is going to be one where all teachers must participate. People responsible for promoting this work must get cooperation from all teachers.

I think, Mr. Chairman, that is all the time I will take now, but I am willing to answer questions later.

DESCRIPTION OF THE GUIDANCE PROGRAM OF THE JOLIET JUNIOR HIGH SCHOOLS

by

Paul Mapes

Dwight York said a great many things that seem to apply to Joliet schools, too. We have many things the same. Perhaps a thorough check would show cooperation and coordination in our programs all the way through, and universality in the use of testing material. Reports that have been made show the same thing.

I am going to cover Joliet with particular emphasis on guidance and personnel. Perhaps for more interest in my definition of guidance you can go back. Our guidance program started with the superintendent of the school. He believes that the guidance comes from the personnel of that school. He checks the personality of his teachers very carefully, and he checks them for their training in activities as well as in the field they teach. This is very important. He also considers placing teachers in the field. We have four high school buildings in Joliet. He gives his information to the principal of the central one.

...the next year or so to become much more familiar with
our time and effort. In the matter we have just discussed
there is a great deal of confusion. For some time past
I have been trying to suggest some of the weak points in
the program, among them would be the fact that the educational
program, where it is sponsored and handled by one individual,
is not a program. That is, a great deal of advice would be necessary. Another
weakness is the fact that we are not familiar enough with personnel
and conditions to know their capacities and backgrounds.

Another weakness, I should like to point out, would be the failure to make
a program of laboratory courses in the junior high school.
The weakness in the regard to home room programs, I am afraid,
is not planned, they do not accomplish very much, and of course
the activities and clubs as mentioned earlier, form a very important
part of this work and are closely related to it.

Under sometimes, just how much guidance is required, I often
wonder. It is true that some of the things that are being done
are very good, but in some cases the results are not as good as they
might be. Individual cooperation with boys and girls, particularly among the
ability groups, is one thing, but it is hard to tell how far we
have gone in this problem. It is hard to be one who will cooperate with
the program. People are doing this work, but it is not always
done in the best way.

Mr. Chairman, this is all the time I will take now.
I am going to stop for this time.

Thank you very much for the opportunity to speak.
Sincerely,
[Signature]

and Major

Delight York said a great many things that were so much to follow
the school. We have many things to do. I am sure a thoughtful school
will show cooperation and consideration in the program and the way
it is handled. It is very important in the use of working material. Reports
have been made about the same thing.

I am going to cover a few things which particular emphasis on guidance
and personnel. Perhaps for more interest in my field of work,
you can see that the guidance program is very important. It is not
just a matter of the guidance itself, but the way it is handled.
He checked the personnel of his school very carefully.
He asked them for their training in activities as well as
teaching. This is very important. He also mentioned
the fact that we have four high school buildings
and his information to the principal of the school.

This principal of the central high school sets the tone for the guidance program. If you have a principal who has learned cooperation, he will be of help. I will say that this plan is capable of carrying out a certain type of guidance. This principal sets down the personality of the teacher and influences him in carrying out this work; sometimes it is followed through and the teacher takes care of a home room. The supervisor comes in here, too. In this way you find just what can be done in that capacity. Sometimes we are fortunate enough to have the teacher familiar with other duties. We find in Joliet that in this case the supervisor may take less responsibility. We find this type of operation from the central office of the high school to be much improved.

The nurses who operate from the central office form an important part of the health and educational program. I will point out the health, civic, vocational, and health educational programs' high points.

I have read the results from the White House 6th Yearbook and I am trying to give somewhat a comparison to these five different types of guidance throughout the program. The new students-to-be come to the junior high school and spend half a day. Four spend a week divided between twenty different buildings. Teachers and principals cooperate on the guidance program. The attendance officer forms an important link between the school and the home.

It is through the efforts of one capable woman who makes these contacts that we are showing some progress. We do not use the case method to follow up. We try to direct the efforts of the students toward a vocational angle. We investigate their character and personality and try to help and further their interests.

Joliet has plenty of equipment. We have a gymnasium and an auditorium. One school there has the combined gymnasium and auditorium. An assembly program represents one form of general cooperation. Piano and radios are costly equipment but through the effort of the school board we have those available now.

The curriculum in some cases is varied. The ability of the individual varies so greatly that the program is allowed to be given a push on one side and a pull on the other to make up for that ability. In this way the programs attempt to take care of the problem.

One of my teachers helps with the art course and music. Boys must take manual training and girls must take domestic science. We have a plan whereby the girls who are interested may spend some time in the manual arts class, and the boys, in turn, are taking time for learning to cook in the domestic science classes. I believe that this comes under the head of educational guidance. Some of the courses cover specific health questions and deal with civic education, history, etc. Extra curricular activities offer a wide choice.

Joliet compares well with the study of activities made by Mr. Rug of Denver, Colorado. His survey covers 100 schools. A type of civic cooperation is successful in the general school. One school used a program whereby the students are made responsible for taking care of the bulletins, charts, and shelves of the library. In another case the school boy works on the motors in the manual training room. Our parent organization has grown because of the work we have

put on it and we now consider it an important part of the extra-curricular activities.

Along with our other activities we make considerable use of the radio and music in our plan. In one plan we have the library located in the home room; that particular teacher is responsible for it and for the training of the students who take care of it. The sports club has a great deal of activity throughout the school year. Guidance is evinced in the athletic program. We made a plan as an outgrowth of the English club and it was carried out very successfully this past year. Some of the materials used for the dramatics club are made by the manual training club, thus giving them an outlet, too. If one is observant, he finds a great deal of intermingling of the clubs in this manner and it gives each of them a more specific purpose.

One of our major successes is the boys who go into the foods or domestic science club. Naturally, we have had other ideas on clubs and they have thrived for a while and then dropped out.

Promotional guidance is another point. I would advocate annual promotion. I believe that the mid-semester promotion is a rather weak idea. However, to date this is among our unsolved problems, because we continue to follow the old system, even though some of us think a change would be an improvement.

Another place where I believe Joliet is a little weak is in the high percentage of failures in each class. The thing that worries me is that we can find no apparent solution for this problem. I think, on the whole, Joliet has taken care of her allotted problems very well, but of course, she can still make improvements.

One fine thing that we have is health guidance. We have separate rooms for students who are undernourished. They have periods in which to stop and rest, are given milk to drink, and are under the supervision of a nurse. We have a tubercular room, too, that is open-air. The convalescent tubercular students are taught in this room. It is under the supervision of a nurse, too, and the teachers are very capable along these necessary lines.

Perhaps a laziness room seems a little peculiar, but we have some that amount to just about that. This plan seems to be working out.

We have a guidance program to cover the students who are rather immature physically for their grade intelligence. They usually are rather studious by nature and haven't developed physically very much. They are frequently too young to make friends rapidly and this tends to drive them back to the solace of their books. We have, in many cases, held them back on purpose in order that they may be with other students of their own age with whom they can associate in a natural friendly manner. This seems to be somewhat unfair, but we find that in the end it has worked out for the best.

Students vary in their previous training when they enter junior high school. The number of them who have had no guidance training previous to their entering the junior high school is tremendous. It varies from 14% to as high as 43%.

The closer our association with the home, the more successful we are in being able to understand the pupil. We have developed the parent-teacher, the parent-teacher-principal, the parent-teacher-principal-child conferences in an attempt to adjust these home misunderstandings. These groups meet and talk things over. Frequently in this manner the misunderstandings can be adjusted satisfactorily.

I believe the big reason that we have to make more adjustments with the students here is that they are coming to a school where the set up is entirely different. They have to become used to going from room to room and changing teachers with each subject, instead of staying in one room all day with one teacher.

Here are six important points:

1. Coordination. Working together is very important. We must have coordination between the teacher and pupil to get the best results. As I mentioned previously, it is sometimes necessary to have coordination between the home group and the school group.
2. The instructors should be trained in guidance. I realize that most guidance programs in practice today are theoretical in set-up, but the more training the teacher has the more smoothly things will work.
3. Make use of what colleges are going to require of a student; emphasize those things now. Before 1930 very little thought was given to adjustment. One way to facilitate adjustment is to have occasional conferences, working out the difficult problems together.
4. Not every child has received any guidance previous to his entering junior high school, and a great deal may be done along that line.
5. We can't overemphasize making more adequate records and keeping them available. Of course, the majority of students don't need these records, and perhaps it isn't worth while in their cases, but for other students, a record is very much to be desired. This makes up for the trouble of keeping more or less useless records for all. So make more adequate records. The individual information that we need just isn't in the records that we have at present.
6. Give a program that offers a test for intelligence. Take care of this test and all case study information on individuals who are problems.

This covers the things I had in mind and I will be very glad to answer any questions later.

* * *

MR. A. H. LAUCHNER, Chairman: "1. What phases of guidance should be attempted in the Junior High School?"

MR. A. W. WOOD: I did not even wear a coat, because I thought I should only need to sit in my seat. I specially want to offer my agreement upon what has been said.

As to what phases of guidance should be attempted in junior high school, and what are the various phases that can be included in guidance, one man spoke of guidance in school in relation to seven other kinds. I expect no two will agree on what should be done. There are a great many things that could be included in guidance. What various phases of guidance should a junior high school include? What can be included in guidance? I should like to have opinions on that point if anybody has them. I have another question to ask that we must consider, I think. Are we in danger of going too far in doing things for the children?

I might be thrown out when I mention a thing like that. I still think that we go too far in doing things for the children. We are trying to take over too much education. We see the children with bad, slovenly habits and we think they should be corrected. We shall have to add guidance in their community life wherever necessary. Are we in danger of going too far? I am aware that where home visits have been practiced they have made an improvement. Home visits that have been made before the trouble arose are frequently of no value afterwards. Sometimes it is difficult to know whether it would be wiser to take over the situation or to let them do it themselves. In the long run, the answer would be guidance.

We have a special hospital. We have taken over the state hospital. At present we are working very hard on the child guidance curriculum in Moline. The staff is made of psychologists, psychistrists, and social workers. Other things to help the children are the curriculum workings of the parent-teacher associations.

MEMBER OF THE AUDIENCE: The curriculum, if properly set up, can take care of guidance. We do something along that line in our school.

MEMBER OF THE AUDIENCE: How far a school can go is a school problem. Go into the homes if necessary. I think it is a basic problem of the schools and that the teachers shouldn't allot it to any other agency. The job is ours to take care of.

MR. YORK: I think that we should all agree as to what guidance is, and what it should be. It seems to me that guidance can be anything. What is the difference between guidance and a program of education? Guidance is something we talk about in our schools and we cannot omit from any ordinary school program.

MEMBER OF THE AUDIENCE: We all talk about all these things and we blindly attempt to do something and strike something that is being done in many schools. Wouldn't it be better if, instead of following every trail, we stopped to do just one thing and do it well?

MEMBER OF THE AUDIENCE: We have meetings among parents, and we are very much interested in Mr. York's point of view, and we are interested in a program concerning boys and girls. A lot has been done. A proper curriculum set up is an aid to guidance.

MEMBER OF THE AUDIENCE: The attitude of the parents is as wide as we can find.

MEMBER OF THE AUDIENCE: A curriculum, if properly set up, can take care of guidance. We do something along that line in our school. This seems to me to be mainly an adjustment process and a problem of

As to that phrase of guidance should be attempted in London first... I should like to have opinions on that point... I think. And we in danger of going too far in doing things... for the children?

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We have a special hospital. We have taken over the state hospital... we are working very hard on the child guidance center... Other things to help... of the hospital records and...

MEMBER OF THE AUDIENCE: I am interested in the... of the children. We are working along these lines in our school... into the home if necessary. I think it is a good idea... the schools and that the parent's role is to see... The job is to take care of...

MR. YORK: I think that we should all agree as to what guidance... it should be. It seems to me that guidance can be given... the difference between guidance and a program of care... from any ordinary school program.

MEMBER OF THE AUDIENCE: We all talk about all these things and... to do something and realize something that is being... Wouldn't it be better if, instead of following... we stopped to do just one thing and do it well?

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school work that should be solved in the curriculum set up - one that gives the children an opportunity to grow. A principal in Iowa from the University High School gave a lecture on curriculum when his subject on the program was "Guidance." He said that it was all the same thing. I do not believe that our attitude toward guidance is as wide as it should be.

MRS. BERYL I. HESS: Our group in the University High School is a group that in any other school could not exist. That is not a normal set-up. They are sub-freshmen, and are pupils who were promoted because of their excellent intelligence, and are far above normal. They come from homes of doctors, professors, lawyers, and university instructors. They have many advantages socially, too. I have a tendency to be very practical; I do not believe in discussing things that cannot be put into practice in the school room.

What courses are of special importance in guidance? Every course and every teacher is important. If I were to select a teacher it would be one who uses personality to deal with the children of that age. In my own experience I have to deal with practice teachers from the University of Illinois. Just this past semester there were two teachers of very different personality who dealt with my students. One teacher, Miss A, had a record of not such outstanding grades in her work in the university. But to make up for this - and, not always having her practice assignments so well in hand - she took a great deal of interest in the pupils. She let them know that she was interested in what they were saying, even when they brought up something that was not directly associated with the day's assignment. The other teacher, Miss B, had made excellent grades in the university. She always had her assignment letter perfect. But she was not one bit interested in the pupils' recitation. Frequently she was looking at her book figuring the next assignment or the next question she was going to ask. The pupils reacted to this indifference. Sometimes they would come to me and say they hoped Miss B wasn't going to teach them today. So when the time came for me to grade these teachers, I had to give the poorer student the better grade because I felt that the personality and interest were enough superior to deserve it. We must select teachers and subjects that make the pupils happy.

I found that it is important with children of this age to do a little towards guidance in the study hall. You see, they are not old enough to know how to study, and their interest is not centered on one thing for a very long time. So, instead of grading papers as the teachers who deal with older pupils are able to do, I went around the hall trying to help this pupil or that pupil take an interest in his work.

A good teacher should be a good counselor. Frequently we are able to judge the student without having a case history to go over. No record need be kept for this student. On the other hand, a good record or case history is a great deal of help for other students. Another requisite of a good teacher is that she be able to interpret a record. All that is important.

112 Chemistry Annex
July 13, 1938
2:00 p.m.

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LECTURE REPORTING SERVICE
440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 13

PRACTICAL ARTS GROUP Industrial Arts

- SUBJECTS: A. Guidance Opportunities in the Practical Arts Program.
B. Federal Aid for Vocational Education.

DESCRIPTION OF GUIDANCE PROGRAM BEING USED IN THE CHAMPAIGN SENIOR HIGH SCHOOL, WITH ESPECIAL REFERENCE TO THE PRACTICAL ARTS PROGRAM

by

C. W. Allison

In our school we believe in guidance but we have had no funds allotted to carry on the program. Of course this is not unusual, for many schools must do the job without special help in personnel or equipment. But perhaps this fact may have some advantages for it leaves the job to the class-room teachers, who may be better fitted to guide individuals than is a counselor who has no other contacts with these children.

I shall give you an outline of our guidance activities in actual practice. I do not agree with the last speaker on last night's program for our whole set-up is based on the idea that the teacher is the person who is in a position to do the most effective guidance.

However, it is necessary to spend some time in making the teachers "guidance conscious." Any educative improvement must start with the teacher's present situation. The ordinary teacher is likely to be somewhat narrow in his views - perhaps even in a rut of his field of endeavor. In our High School faculty meetings, we gradually overcame this defect by discussing the various fields represented in our school and having each department explain just what it was attempting to do. Then we took up several projects that could be worked out together. Interdepartmental meetings followed and helped each to become acquainted with the entire work of the school. As a sense of "togetherness" developed in a group they soon realized that one of their common problems was guidance. So their efforts were concentrated in this field and a project worked out which they found worth publishing.

(Blue prints - Exhibit Guidance
Chart)

These charts and other materials are used in home-room meetings for group guidance. We have also a cumulative record which gives the home-room teacher a history of the child who remains in her advisory group during his whole school career. We encourage teachers to visit the homes and employers of their advisees to learn more about their needs.

We soon decided that this personnel work of the homeroom teacher was not sufficient for complete guidance, so each class-room teacher worked out a guidance unit for each class. For example, in English we have such activities as:

... 778-657 ...

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A. Class discussion.

1. Occupational opportunities in Champaign.
2. Matters to be considered in judging a vocation.

B. Each pupil prepares outline of problem he needs to consider in connection with the vocation which he has tentatively chosen.

C. Reading vocational materials in the school library for the purpose of gaining information about the tentatively chosen profession.

D. Class period spent in mock employment agency activities. Some outsider comes into class to interview students about jobs they may hope to get.

E. Report from each student concerning an interview with someone acquainted with the vocation in which he is interested.

F. Students interview representatives of various occupations to discover the need for effective English in each field.

G. Discussion of relation between high school English courses and the English courses offered at the University.

H. Movies and slides, giving occupational information.

In the unit on Drama, attention is called to the occupational possibilities of the stage as shown in:

- | | |
|-----------------------|------------------------|
| 1. The great actors. | 4. Electrical effects. |
| 2. Costume designing. | 5. Play directing. |
| 3. Stage settings. | |

Attention is also called to the fact that our journalists are masters of English literature by means of newspaper and magazine clippings brought to the teacher desk showing the use of quantities from Shakespeare and items mentioning former and contemporary writers. The connections between the study of English Literature and Classical Music is also brought out by the teacher. Class discussions of radio programs which "tie-up" with English literature, travel in England and America as a background for all literature appreciation. Its values to the private secretary, for contacts other than in the business world with educated people, for club papers, for a better understanding of human nature and its application to life. Another English teacher pools from the individual reading of the class members, some basic conclusions as to what values make for social and personal well-being or satisfaction and those which result in social injustices or unhappiness for human beings. Class discussions reveal which values are basic and which ones are not. Also through a comparison of foreign novels and short stories with American ones, this teacher broadens the pupil's vision by showing them that many of life's problems are fundamentally the same the world over. Reports on various topics, such as the Technique of Interviewing, Fiction, Fiction Motion Pictures, and the Talkies, Radio Writing, Germinating Ideas, etc., are given individually by the students. In addition this teacher carries on an extensive Library project, in requiring each student to examine and criticize related topics from Writers' Market for 1936. This is very complete and has proven of value to the students.

In the Newswriting classes the vocational unit in the field of Journalism is tied in with the study of the informative interview, local people who are doing certain things in this community, or who are excellent sources of information on certain journalistic vocations are interviewed. For example, the following topics and the following people were interviewed:

- | | |
|----------------------------------------|-----------------------------------------------------------------------|
| 1. Reporting | Professor O. C. Leiter, School of Journalism, University of Illinois. |
| 2. News Photography | Joe Blessman, News-Gazette Photographer. |
| 3. The Country Weekly | Mr. Flynn, School of Journalism. |
| 4. Sports Writing | Eddie Jacquin, Sports Editor, News Gazette. |
| 5. Publicity | Joe Wright, Publicity Director, University of Illinois. |
| 6. Trade Journals | Dr. B. Dickinson, School of Journalism. |
| 7. Field of Advertising | Mr. H. Stewart, Advertising Teacher Champaign High School. |
| 8. Foreign Correspondent | Prof. R. R. Barlow, School of Journalism. |
| 9. Women in Journalism | Miss Frances Myers, University Editor, News Gazette. |
| 10. Opportunities in Printing | Mr. R. E. Worsham, Teacher of Printing, Champaign High School. |
| 11. Feature Writing | Mr. Jelinek, Practice Teacher. |
| 12. Government Service and Journalism. | Mr. Smith, Practice Teacher. |
| 13. Teaching of Journalism | Miss Erickson, Practice Teacher. |

Two students are assigned to each individual mentioned and are asked to write a joint interview, the idea being that one student will supplement the other, that is, what one student forgets, the other will remember. Later on the interviews are read in class and criticized by the fellow students for content and style of writing.

I have given you a sample of the guidance units used in our English classes. When you realize that all other classes have similar guidance units you know that our students are getting considerable information.

May I say that nowhere in our program do we try to tell any child what he should do. We furnish enough information that he may intelligently compare his own qualifications with the educational and occupational opportunities available. We agree with the National Vocational Guidance Association that "freedom of choice is his inherent right and is as important for his development as equality of opportunity."

Two or three times each month we bring outside speakers to our Auditorium to talk on the vocations of their choice. We furnish a mimeographed guide for these talks so that the speaker will cover both the advantages and disadvantages as well as give the other needed information. Our local Kiwanis Club is very cooperative in helping us to obtain well-qualified speakers.

We do not ask all students to attend these talks, but allow any who are interested to go. We have from 300 to 700 attending each talk.

Our home-room teachers list the particular vocational interests of all Seniors each year. During the second semester we arrange for them to have conferences with leaders in these various occupations.

Where there is interest on the part of a group of students we arrange visits to observe the activities carried on in certain occupations such as carpentry and dairy manufacturing.

Perhaps our lack of funds for guidance work handicaps us most in placement of our students.

We do considerable placement through the office of the principal and the office of our vocational director, both in part-time jobs for students and jobs for graduates. Here again the luncheon clubs help us as does our High School parent teachers' association. However, I feel that this work is important enough to require the full time of one person.

Another factor which contributes to our guidance set-up is the flexibility of our curriculum. We are constantly changing our offerings in an attempt to better meet the needs of youth. We do not always wait for authoritative confirmation of the best course to pursue; but feel that experimentation is necessary on our part. We find that very often the active interests of students are very closely related to their needs.

Two examples are a class in Social Relations for boys and a class in house-building for the building trades group. Both classes were organized because of expressed interest on the part of the boys and apparent needs of our community.

I have spent this much time on our educational set-up because I believe that guidance is a part of education and its successful practice depends in a large measure upon the school's philosophy of education.

Now that you have our general guidance scheme, I believe it will be easy for you to see its application in our practical arts work. We give exploratory courses in our seventh and eighth grade classes of eight weeks in each shop. Here the pupil has a chance to become acquainted with some of the materials and processes of several occupations which are prominent in our community. Actual experience is a better teacher than books in showing him what the worker in each occupation does and what he does it with.

In the ninth and tenth grades, we offer industrial arts subjects which serve as try-out courses. Here the youth sees a difference in

the character of work done in mechanical occupations as compared with that in other fields. He gets information concerning the whole field related to the particular subject; such as personal qualities desirable, preparation needed, working conditions, distribution, probable wages, etc.

For those in the eleventh and twelfth year classes who wish to get training in the skills of a certain shop we offer vocational work. In our Industrial Arts classes we attempt to develop an active interest in industrial life, including methods of production and distribution. We consider the source of raw materials as well as its working qualities, durability, and adaptability.

We do not build small models in our shops, but the real usable article wherever possible. We believe that this is better for the morale of the student. Nor do we allow the instructor to take the easier way and do the more difficult operations for the student. We endeavor to put the student "on his own" to develop self-reliance.

We try to employ teachers who have had actual experience on the job as well as school training. We want them to keep up with developments in their fields - in fact, we hope they may find summer jobs occasionally in their chosen work. And we expect them to work and thus set a wholesome example for students who have already seen too much lack of energy displayed by some adult workers.

Of course, shop teachers need considerable help to reach the standards which we are demanding. We employ a full-time director who provides such aid. Each teacher in this department also provides a guidance unit in each class. Here is an outline used in Auto Mechanics, for a study in that field:

Guidance Units - Auto Mechanics

Possibilities for Auto Mechanics:

Helpers - Mechanics - Foremen - Machinists - Shop owners.

Other vocations to which Auto Mechanics may lead.

Vocations involved in the automotive field.

Opportunities in other industries.

Wages in the automotive field and other trades.

Trends in transportation.

Cost of merchandise

Quantity of production:

Effect upon cost.

Result of new types of machines.

Effect upon labor.

Financing plans.

Education demanded.

Value of training.

Character.

Cooperation.

I believe that the Practical Arts classes can make a very important contribution in guidance. They are more closely tied up with occupations so the teachers are more familiar with the whole problem of industry. As Prof. Lynn told us in that wonderful address last evening, "Children learn best by doing." Creative work does arouse interest and I believe that the child's interest must be aroused before we can be successful.

...the general impression of the whole thing...
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way and of the more difficult operations for the student. We
to get the student "on his own" to develop self-reliance.

We have many teachers who have had actual experience in the
in their fields. In fact, we hope they may find answers to
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Guidance - Auto Mechanics

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Other vocations to which Auto Mechanics may lead.
Vocations involved in the automotive field.

...the general impression of the whole thing...
...the general impression of the whole thing...
...the general impression of the whole thing...

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I believe that the Industrial Arts classes can have a very important
and a more active in guidance. They are more closely tied to the
...the general impression of the whole thing...
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NEW DEVELOPMENTS IN FEDERAL AID FOR
VOCATIONAL EDUCATION

by

C. A. Bell

Our American system of vocational education is more interesting today than when the Smith-Hughes Act was passed in 1917 or when the vocational movement had its first meager inception just prior to the turn of the 19th century. This statement is based upon the fact that vocational education is no longer on the defensive. It has at last come to be an accepted functional part of the modern progressive school system dedicated to American democracy in practice as well as in theory.

Surveying the two main contemporary scenes we observe a transitional character in the shift toward vocational policies in education. The traditional school curriculum had failed to function effectively in the daily lives of most American citizens, lagging far behind world progress, human needs and common practices. This condition called for a change in our American school system.

The vocational movement in the latter part of the 19th century only reached the threshold of real effective vocational education. Practical training on the farm and in the home had not yet broken down and was still sufficiently effective to meet the needs of the day. There was also a plentiful supply of skilled labor coming into our country from abroad, which offset the break-down of the early American apprenticeship system. For these reasons the needs were not great enough to intensify or accelerate the vocational movement. As a result the movement was almost completely absorbed by general education functioning only as a new approach in more effectively accomplishing the objectives of general education.

The vocational movement was not dead nor was it so completely absorbed by general education that it could not further identify itself. The ground work was only being prepared during the intervening years for the next step in the vocational movement taken in 1917 with the passage of the Smith-Hughes Act. New life and vigor greatly accelerated the movement. Today vocational education is on a new threshold almost ready to assume the greater portion of general education's responsibility of preparing for practical American living.

The Smith-Hughes Act was passed as a direct result of a congressional committee report in 1917. After two years' study and investigation it was found that only 1% of those gainfully employed were adequately trained for their jobs, or had an opportunity to receive training to improve their knowledge and skills for the work in which they were engaged. The national welfare was at stake. There was great national need that factory, farm, and home practices become more proficient with greater abilities and skills reflected in their products. As a result the Smith-Hughes Act was passed for the primary purpose of granting additional reward for effort in establishing and conducting vocational education programs throughout the states of the nation in the field of "agriculture," "trade and industrial education," and "home economics."

After two fruitful decades vocational education has passed another milestone in the passage of the George-Deen act by the Seventy fourth Congress. Additional funds provided for in this act are greatly encouraging and further developing vocational training in the three established fields of "Agriculture," "Home Economics," and "Trade and Industrial Education." In addition, this act provides for developing a fourth field to include the distributive trades or occupations. With training provided for in this new field of service, the complete economic cycle of production, distribution, and consumption may now profit from a well-balanced vocational education program. With this it is a most heartening prediction for the leaders and advocates of vocational education to estimate how quickly the next mile will be traversed.

In the rapid growth of vocational education there are significant trends and developments. These trends are sure to directly affect the future course and effectiveness of vocational education. For this reason it is highly important that we know what these trends and developments are, and definitely understand their underlying objectives. The foregoing review of the past growth and development of vocational education has been given in order that we may more thoroughly comprehend these present day trends and developments in vocational work.

The rapid growth of enrollment in each of the vocational service fields, and in the number of vocational schools during the last four years is a very significant developmental trend of vocational education. During this time enrollment increased approximately 200%. The applications from additional schools for vocational work next year is greater than ever before. Established vocational schools are planning considerable expansion to meet rapidly increasing enrollment demands. The dynamic force of the vocational education movement is manifested by these increasing interests and demands.

Another very interesting and important development in vocational education is the definite trend to place greater emphasis on the adult program through the part-time and evening schools. The part-time program is trying to reach a greater number of young out-of-school adults, particularly those unemployed and those with little or no particular vocational training. More effort is also being made to reach a greater number of older adults through the evening school, giving them training supplementary to their daily employment. These reasons for emphasis on adult education are obvious when we look about and see the great shift and turn-over in occupational employment. Pre-training, re-training, and in-service-training of adult workers for new and changing occupations is becoming an increasing responsibility of the part-time and evening school programs. Unless the public school assumes this responsibility, which is definitely an educational function, some other agency will of necessity take over and perform this task of adult education. We, as school men and school women, should take stock of the consequences if through our indifference we let this educational function be shifted from the school to some other governmental agency.

There is some increasing interest in parent education, making the vocational classes a center for family life education. Each member of the family may profit from the all-day, part-time, or evening school in either Homemaking, Agriculture, Distributive Occupations of Trade and Industrial classes in their own local school.

There is an increasing tendency to extend the yearly employment period of vocational teachers, many being extended to a twelve months period. Greater emphasis is being placed on in-service teacher- raining through extensionn work during the school year as well as during the summer. There is less compartmentalization in vocational education and a trend toward more integrated programs in each service field.

There is a tendency for more vocational men, who understand the underlying philosophy and principles of both vocational education and general education, to enter the field of school administration.

There are definite developments in agricultural education which are certain to produce significant and lasting results.

1. There is a tendency to focus attention on managerial and business problems instead of problems of production in part-time classes for out-of-school youth.
2. In evening school classes for adults established in farming, there is a tendency to center attention around problems of marketing farm products, farm management and cooperative activities.
3. In the instruction for the all day, part-time and evening classes, there is a tendency to include a discussion of:
 - (a) The purposes of emergency organizations set up for the assistance of farmers and the services rendered by these organizations.
 - (b) Agricultural education as a continuous process, encouraging farmers to go to school even though they are, or may be established in farming.
 - (c) Aid and assistance to agriculture graduates in becoming established in farming.
4. Supervised farm practice programs are being strongly encouraged as a participating nucleus for agricultural education and as a more effective and transitional method of establishment in farming.
5. Reimbursement for travel of agriculture teachers is being given as added reward to encourage more supervision and interest in real effective supervised farm practice programs.
6. More attention is being given to practice teaching for prospective teachers.
7. There is additional trends toward continuation school programs for former students who want to continue their general education beyond where they left off in dropping out of school.
8. Considerable attention is being given to curriculum revision with trends away from vertically arranged compartmentalization toward a horizontal integrated arrangement, cutting across the entire subject matter field, calling the courses Agriculture I, II, III, and IV.

9. More attention is being given to organization, arrangement, and filing of teaching materials.
10. Greater interest is being given to the study of and analysis of the occupational status of former agriculture students. The effectiveness and any weaknesses of the agricultural program is determined in this way before making needed changes or alterations.
11. More attention is being given to supervision of agriculture teachers, especially the beginning teachers and teachers who are changing to new jobs.
12. Livestock marketing schools are growing in number for the purpose of giving instruction in both theory and practice of marketing livestock.
13. Strong emphasis is being given to a "rounded" program for vocational agriculture students, which will include the whole farm picture for each boy.
14. Attention is being given to establishment possibilities in farming and placement opportunities in allied agricultural occupations.

There are new developments in Trade and Industrial education which indicate present and future trends in this service field of vocational education.

1. Since the depression there is a substantial increase in enrollment in Trade and Industrial classes, except for the part-time general continuation type of classes which have been decreasing. This decrease is as it should be, resulting from more effective compulsory school attendance laws and raising the beginning age of employment. It is significant that more than one-half of those enrolled in all types of Trade and Industrial classes were employed in a specific trade or occupation and were returning to school for instruction supplementary to their daily employment. Many were seeking additional information on new developments in their trade.
2. Many new courses have been organized and added for the upgrading and training of craftsmen in new trades for the installing and servicing of modern conveniences and mechanical developments.
3. Standards of training are being raised in an attempt to turn out better qualified Trade and Industrial workers.
4. Considerable attention is being given to training for public service occupations which are non-clerical, such as police work, fire fighting, public sanitation, etc., for State and local governmental agencies.
5. An increasing number of new vocational school buildings and additions are being erected for the advancement of vocational education.

6. The apprentice type of training program is being expanded at present.
7. Greater emphasis is being given to developing related and technical information, especially for the indentured trades.
8. Greater use is being made of advisory councils and committees made up of both employers and employees in order to facilitate more harmonious vocational programs.
9. There is increased emphasis in the use of coordinators in bringing about a greater interest and participation on the part of employees and employers in the development and operation of vocational programs.
10. More attention is being given to Trade and Industrial programs for women engaged in the handicraft trades or industries.
11. Vocational training courses in the handicrafts are increasing.
12. Communities are being encouraged to more carefully survey their needs in setting up vocational training programs.
13. There are a pronounced emphasis and trends in the placement and follow-up of vocational students in their employment. One of the purposes of the follow-up in employment is to determine the effectiveness of the vocational education program.

Among the new developments in Homemaking education, several are being emphasized and given special attention. Following are some of the more recent trends and developments:

1. There has been a gradual change in the content of courses in Home Economics. This is indicated by the change in terminology; the terms cooking and sewing have been discarded, and in their place we have Homemaking I, II, and III. Family Life Education is still a better and newer term. Emphasis is no longer placed on the skills or mechanics of housekeeping alone, but also on social and economic aspects of home and family life. Consumer education, child development, family social relationships, housing, personality development, and personal grooming are being taught now as well as foods and clothing.
2. With the increase in federal aid home economic education has been developed not only by increasing the number of schools directly aided but also by improving the educational programs in home and family life. In 1936-37 there were 223 fully approved day schools and 16 evening and part time centers. During 1938, 37 out of 79 schools applying were approved, making a total of 260 full time day schools and 18 evening schools. At the present time (July, 1938) there are 70 schools applying for the coming year.
3. One of the fundamental characteristics of a vocational program in homemaking is that it meets the needs of all age groups in a community. Thus, plans provide for the development of classes for out-of-school youths and adults as well as for day school groups.

...in the field of vocational education, the following information is being furnished for the information of the Bureau of Education for the Handicapped.

1. The Bureau of Education for the Handicapped is currently conducting a study of the vocational training needs of the handicapped in the United States. This study is being conducted in cooperation with the Department of Labor, the Department of Health, Education and Welfare, and the Department of the Interior.

2. The study is being conducted in three phases. The first phase is a survey of the vocational training needs of the handicapped in the United States. The second phase is a study of the vocational training needs of the handicapped in the United States. The third phase is a study of the vocational training needs of the handicapped in the United States.

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4. In some communities short unit courses in homemaking are being organized for older boys and girls who have left school.
5. One of the chief trends in Home Economics Education is the increasing interest in classes for boys. Twenty-three high schools in Illinois had such classes this past year. Some schools called their classes Social Arts for Boys, some Home Economics for Boys, Family Social Relationships, etc. All plans show a great variety of possibilities in relation to content, method, time, and organization of the construction. This points to the need for experimentation to find what will meet the homemaking needs and interests of young men of that particular community.
6. Recognizing that the home affords many learning experiences, home practice and home projects are prescribed as an essential part of home economics courses. In order to tie this closely to the school work, school administrators are encouraged to arrange schedules so that the teachers may have time within the school day to confer with pupils on homework. There is also an increasing tendency to provide further for supervising home projects through the employment of teachers for two weeks or two months beyond the regular school year. This is strongly recommended as part of the day school program.
7. The need for having teachers make home and community contacts is fully recognized and we are taking advantage of the provision in the George-Deen Act which makes the payment of travel expense of teachers in the performance of duty.
8. The program of pre-employment and in-service training of home economics teachers is being strengthened.
9. Service through supervision to non-reimbursed schools as well as to those receiving financial assistance has been given, and attempts are made to draw teachers of non-vocational schools to all vocational conferences, meetings, etc. Cooperation of teachers, with extension leaders within their community is being urged as a step forward. Thus everyone works together toward a well rounded program, for "Better Everyday Living" in that community.

In the distributive occupations plans of organization are being formulated and put into practice on a state wide basis. This is a comparatively new field of vocational education designed to train those engaged in distributive or wholesale selling service. The importance of providing continuation and extension training for those engaged in this field is obvious when we stop to realize that one out of every seven in Illinois is engaged in these distributive occupations. Further need for this type of training is evident from the fact that only about 10% of those who enter these occupations have any special training and less than 10% of those who enter into distributive fields of business actually succeed. The majority of failures may be attributed to personal incompetence resulting almost completely from a lack of training.

It is a small wonder then that extensive plans are being made to develop a comprehensive educational program in distributive occupational subjects.

For further information regarding distributive training possibilities, you may read a comprehensive explanation from the school-man's standpoint in the January issue of the Illinois Press Bulletin. Another article written for the business man may be found in the July issue of the Illinois Journal of Commerce. Sometime soon a bulletin giving full information may be obtained from the office of vocational education. For further assistance a supervisor from the State office will give personal help, to the extent that his time will allow, in organizing, starting and carrying on a program in any community in cooperation with the local school administration.

This distributive program should be an opportunity for the school to gain greater favor and support from the leaders in the community, who are largely business men, by extending to them this new vocational training service. From the other vocational services in "Agriculture," "Homemaking," and "Trade and Industrial Education," the entire school program has been gaining considerable favor and support; and from the new developments which I have just mentioned greater successes and greater public support are sure to come.

* * *

CHAIRMAN A. F. DODGE: It would be interesting to consider first what Mr. Allison has said in regard to relations in practical arts courses. I wonder, Mr. Morrison, if you have anything to add?

MR. MORRISON: We start them right in from the first with guidance lessons. The sophomore works out a program for the year. Some of the teachers find their groups want to do something else. There are enough subjects so that each home room finds something valuable to work on. The juniors have another setup and the seniors have still another.

QUESTION: Do you have clubs?

MR. MORRISON: We have a great many clubs.

CHAIRMAN: Mr. Allison, you speak about needs. How do you know what the needs are?

MR. ALLISON: We would give a very extensive survey of the community. We want to be able to do it. We hope through some outside agency to be able to put that over. We do try to study the natures of the community.

Interest is one of the main factors. If you don't have interest, there isn't much result.

QUESTION: Is that his interest or is it that of the teacher?

ANSWER: We want to get the student's interest, not his dad's interest, or his teacher's interest.

QUESTION: Do you find that the student's interest changes through the years?

ANSWER: We are glad to have them change. They do. We try to help him out as much as we can. We try to give him as much practical work as we can.

Many of our students work in the department stores down town. There is the retail class which we installed. The students work three hours each afternoon. We find that they are better than the clerks. When they go into the store, they like to get to work. They jump up and show you things, ask if they might wait on you. It is rather embarrassing sometimes, but it is wholesome for the older clerks.

QUESTION: Do you have the librarian? Does she have a very great supply of material for guidance, along different lines?

ANSWER: Our library was enlarged. I think that was another good point. I am sold on the idea of guidance as I have expressed it here to do what you can. Let the teacher do it for you. You may not have a full time librarian; but some English teacher can be part-time librarian. The whole thing depends upon the teacher and so many times the progressive teacher has to do a lot of extra work and has to have a lot of extra training.

QUESTION: What can we do in the field of guidance in our small schools where we have inexperienced teachers?

ANSWER: I have always had the feeling that a new teacher coming into the system should have had, or usually had training in guidance. I think those inexperienced in training are a detriment rather than a help.

ANSWER: I suppose we are rather choosy, but we do train a few beginning teachers. We would like to have experienced teachers.

COMMENT: You don't compare a teacher to a sales person.

COMMENT: There is something to that. That is why we take the new courses. We get that through practice teachers. We have from thirty to sixty each semester. They just have initiative freshness. I don't think our teachers resent their coming over. They know they have new ideas and are glad to have them.

QUESTION: I suppose it isn't a very good point to bring out, but if a teacher came to you and asked whether to take a job during the summer or to go to summer school, what would be your opinion?

ANSWER: I advise them to go to the University if I felt that they would get the most benefit. I think you had in mind educating some other way than going to school. I think that some of our girls could profit more by waiting tables and becoming accustomed to ways and means than by being a student of social problems. I may be wrong in that. I know this: I am not a prophet or an authority. We are just experimenting, but I am given some of the ideas we have in mind.

QUESTION: Have you made any provisions for teachers' having a longer period with their students in order to become better acquainted with them?

ANSWER: There is one period of the day in which they meet their students for that purpose only. They have time for that, although we save one period a week through the year to supply the needs for everyone. One reason is that the home room teacher is really the supervisor and knows them pretty well.

QUESTION: I would like to ask Mr. Allison about leadership. Just what do you do about getting leadership? Do you permit the student to encourage leadership?

MR. ALLISON: I think the teacher will try to meet the needs of individuals, but I think some individuals will show guidance capabilities and the teacher will let them alone. Some individuals will not have that ability and cannot be let alone, but we would like to get the individual and lead him on if he is ready. When I said she expected progress you might be interested to know that we have a setup of parallel courses which are not accredited. I have been making a practice of it for three years.

There are other reasons why we do it. We have had a great deal of trouble in filling the freshman schedule. When I came to Champaign, our medium was very much below the medium in this institution. One of our big jobs was to raise our mediums. Another year in school and the youngster can work to pay his tuition here. We say something like this to them: "We can make a selective scheme with this new outlook, if you are willing to put your soul, effort, and ability in it. We want to prepare you, but in order to do that you will have to take these courses and you will have to fulfill a course or you may not be able to go to the University. Here is a whole list of things that are not for University classes." We hope that by doing that we can intensify the preparation for the University.

QUESTION: How long have you had this in operation?

ANSWER: This is the third year. If we find we are making a mistake we start over again, but I should say this is the third year of actual experiment. As he knows, we try to find through him just what he needs, and try to get it to him. Still students remain in school until they are 16 or 17.

QUESTION: Just what do you do in your home room? I would like to know what you expect.

ANSWER: That is a long story. A committee of vocational teachers work out a number of units which they think to be practical for future work, things they ought to know about Champaign High School. They might give reasons for character building and various things. A teacher isn't compelled to do the same things that the other teachers are doing. We have no certain program.

QUESTION: You do not have mimeographed materials?

ANSWER: If you are interested in that material we will supply you with samples. I believe some of our charts will offer good suggestions.

QUESTION: Does the Junior High School have a separate outline like this?

ANSWER: Our Junior High School is comparatively new, and is coming right along.

We also send information sheets. Then the student council brings them up to the high school on an orientation tour. These students are brought up to Senior High in the spring before they leave the

Junior High School. The Senior High School students explain to the Junior High School students what it is all about.

One of the basic texts that I know of (which isn't new now, but it does give the specific instances) is "Guidance in Secondary Schools". It is well worth reading. Margaret Corey has done a fine job on the principal's behalf.

I know students that spoke about the type speakers that come to assemblies. You can make your own outline. I do not have any of the outlines used in these explanatory courses. The main thing in getting a speaker is to get a man who can give a practical talk on the particular subject. That is the reason for giving them an outline to follow.

* * *

103 New Agriculture Building
July 15, 1938
2:00 p.m.

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440 So. Dearborn Street
Chicago, Illinois Harrison 2731

CONFERENCE ON THE IMPROVEMENT OF INSTRUCTION

Presents Lecture 14

SOCIAL STUDIES GROUP

SUBJECT: Descriptions of Guidance Programs Being Used
in Two High Schools.

GUIDANCE IN THE ROBINSON HIGH SCHOOL, WITH SPECIAL
REFERENCE TO THE WORK IN SOCIAL STUDIES

by

Ralph Stringer

When it comes to reporting a specific activity one is faced with the necessity of making some definite statements about what has been done. In that connection I am often reminded of a report that I had to make at one time. I had been president of the Rotary Club and the District Governor had asked me to report on what had been done. The year seemed to have been crowded with a great many activities, but when it came to listing these activities, I found I didn't have very much of a list to make. The same thing is true of my list of activities in my school. The things that may be worthwhile may not be placed exactly where they should be, but may be functioning to a worthwhile degree in the lives of our pupils. When it comes to making a concise statement, we find that our contribution is rather meager. With that in mind, I come before you this afternoon, not as a member of the social science group, but as a school administrator.

Thinking on guidance is rather hazy. But this is not at all surprising. Here's a definition of guidance from a current book that, I think is about as good as any: "Guidance is the act of assisting the student to realize his capacity to the fullest extent." When you think of that in its fullest implication, it becomes evident that any good teacher is a teacher of guidance. Many teachers take a real interest in assisting young people to "realize their capacity to the fullest extent." I immediately find myself aligned with the group that says guidance is a necessary function of the teacher, and is an act which must be repeated time after time throughout the school year - even throughout the day - by the skillful teacher. There just doesn't seem to be any way for the teacher to get rid of guidance in the classroom.

Here are some things which the teacher might include in educational guidance: choice of course, selection of materials to be used in these courses, general direction of classroom work. One important function of the teacher is to determine what materials shall be used in the particular class, how they will be selected, in what form and organization she will require them. Those are some things which come under educational guidance. After all, we recognize that as one of the major functions of our schools.

Social guidance is another problem. Help young people of your group to do right thinking socially. One of the problems of young people is to find themselves socially, and the teacher, by a word here and there, is able to direct their activities, and to help them become fully adjusted before they get out of high school. The organization of social activities within a school is important. We have found in some of our schools, upon doing some of the things which are

designed to assist people to acquire social grace rapidly, some of the barriers were broken down, and such things as parties and social dancing have been introduced. All these have functioned as devices for the development of social graces.

The matter of health is another matter where we may give vocational guidance and leadership guidance. In these times when we have so many people who claim to be leaders, it is good to have in mind some of the things which are involved in good leadership. We should be able to recognize good leadership in order to lead us in the proper direction.

Then, the matter of personal adjustment is always the most important function of guidance supervised by the teacher. It has been said that the most effective person to assist in the guidance of an individual is a teacher in whose work that individual is succeeding. In other words, if a pupil is succeeding in a course, that teacher is in a better strategic position to give effective guidance than if he were failing.

What are some of the contributions which social science may make in matters of guidance? There is not very much difference between social science, physical science, and mathematics in the matter of the type of guidance which can be given. In the first place, we should give general advice and help in teaching young people the proper habits of work. The methods used in the study of social science would be decidedly different from the methods used in the study of mathematics. But, nevertheless, a social science teacher must devote a great deal of time and attention to developing the proper methods of organization for work and study. Regardless of what type of instruction you use in your classroom there must be some adjustment made to your type of work. Young people constantly have difficulty in shifting from one teacher to another, because they do not realize that different teachers have different methods of instructing. Social science must, if it is to be effective, instruct the students in the proper method of work. I think the social science teacher is able to develop proper attitudes better than the teacher of any other course in the school.

That isn't done necessarily by preaching, but it is done by having those attitudes prevail within a classroom. For instance, there are very important rights of individuals which are frequently in opposition in classrooms - freedom of speech, for example. That right is violated in schools more than anywhere else, because youngsters are not allowed to say what they think. Discipline, of course, is one of the important things in connection with the right of freedom of speech. One must instruct the young people in the proper attitude for expressing their thoughts. Social science deals with a great many conflicting subjects. Social science must permit a pupil to speak his mind, and, if he is wrong, to set him right by pointing out the alternatives to his particular idea. I believe that argument should encourage rather than discourage the student. Skilled guidance is needed, however, to prevent argument from becoming violent and physical.

There are a great many opportunities in social science for discussing controversial issues. This doesn't mean that I believe all controversial issues should be brought into the discussion by the children, but I do believe that when they arise, they should be

discussed. In a social science class I taught last year, we discussed the problems and attitudes of equality of races. One individual said that he liked negroes, but wouldn't want to sit next to one in a class. Another one said it didn't make any difference to him, as we have no negroes in this community. Perhaps the discussion would have been more heated, had we been further south. At any rate, it gave us an opportunity to discuss this matter of racial equality and inter-marriage in this social science class. I found no difficulty in bringing those ideas to the attention of young people, because they were willing to reason.

One very difficult situation is to maintain the proper attitude toward various religious beliefs; and if we don't succeed, through the program of guidance, in bringing that proper attitude to our young people, we will go on the rocks so far as our religious freedom is concerned. We must tolerate the beliefs of other people. We must teach our young people to tolerate the beliefs of other people and not to feel that people of one particular belief are definitely aligned to go to the devil and all others are going to heaven without much effort on their part. We have those prejudices. They are prevalent in many communities. Social science can do away with these prejudices by bringing before the young people the fact that everyone has a right to believe regarding religious matters as he sees fit.

We are able to bring to people the idea of equality in social problems. There we can point out the fact that everyone has the opportunity to make progress. He may not have the original ability to go as far as his neighbor, but he has the right to try, and we would not condemn him for making an attempt to do so.

Another important contribution, it seems to me, is that of regard for law. That is an important problem. By bringing before our young people the fact that law is a serious matter and if bad laws are occasionally made and placed on the statute books, they are sooner or later ignored and erased from the books; that it is rather a bungling process, but the fact that law has made steps forward through the ages is a guarantee of our right to live and maintain definite equality. We like to discuss these things that can really be brought before the students in the proper light, if we are willing to do so. It seems to me these are the important contributions that a social science teacher may make. That is just as much effective guidance as teaching them what the requirements are to become a brick layer or to engage in any other type of vocational activity.

To those of you who might ask just how much we have done and what we have accomplished in the way of guidance in our school, may I say that it is impossible to determine just how much guidance does go on in the school during the day. It would be impossible to ask every teacher to report every guidance situation which he has encountered each day. It is not necessarily a thing that can be surveyed in that particular way, because every human contact has an effect upon both persons involved.

I picked up a boy this morning, on the outskirts of our town, and brought him to Champaign. He had left our school two years ago and had entered school in the northern part of the state. In the course of our conversation I told him some of the things that I thought about him as a ninth and tenth grader. He didn't seem to be getting along very well. He was rather indifferent concerning his subjects. He had

enrolled in four different schools. Finally, he found himself and was graduated with rather high honors for his school year. I knew about that record. He opened up and told me several things about what he thought of his first two years in high school. Out of that I secured some very valuable information about what young people thought of me, and I think he secured some rather important information about what his teachers thought of him. That contact between former teacher and former pupil resulted in a good guidance situation.

Those situations prevail wherever two people come together. The teacher, because of superior experience and superior information, should have more effect on the pupil than the pupil on the teacher, but both should learn something from the contact. We should bring in as much vocational training as we can, in our guidance program. We should try to teach things in social science which would be of vocational interest later. A young man who was in my social science course decided that he would like to go into social service work and he is now in the University, studying this problem, not necessarily because we presented the material in a particularly effective way, but because he had a fine altruistic attitude toward life, and a desire to be of service. He did not want to become a Y.M.C.A. secretary, but he wished to become an active social worker.

There are more applications for social science teaching positions than any other subject, unless it is English. People are interested in history and social science, as connected subjects, and as teaching vocations. Directly out of social study might develop newspaper work. Sometimes I think it would be better for newspaper editors to have very capably directed courses in social science than in journalism, because sometimes they know how to write, but have nothing to write about. An individual who is well-trained in social economics and law would make a far better newspaper man than one who is trained in the vocation of journalism alone. Law certainly is one of the social sciences. It may be pointed out to young people that those matters related directly to the study of law and to the study of politics, are very closely tied up with the study of social science.

In our school we have good guidance situations, because we have teachers who are in sympathy with the problems of young people, who are able to discuss those problems individually, and who are able to instruct those young people as to how to study and to organize their material. We feel that that is one of the most important opportunities that we have as social science teachers. We present vocational material such as I have described to you.

Those are the things which we definitely do so far as the mechanics of the situation are concerned. Guidance in our school is divided. Thus, actual responsibility is divided between two persons. The Dean of Girls, who is also the head of our social science department, is in charge of our guidance program. Of course, we expect all other teachers to develop the vocational aspects of their courses, and we expect them to maintain the guidance situation within their classrooms, which makes conditions ideal for work.

GUIDANCE IN THE ANNA-JONESBORO HIGH SCHOOL, WITH
SPECIAL REFERENCE TO THE WORK IN SOCIAL STUDIES

by

Ray Williams

Some time ago the Anna-Jonesboro track team was competing in the state finals here. Now and then the amplifier would blare out with, "So-and-so from Anna Jonesboro, third," or "So-and-so from Anna Jonesboro, fifth." Finally, some chap who was about "three sheets in the wind" jumped up and yelled, "Where in the hell is Anna-Jonesboro?"

Perhaps many of you feel the same way. Suffice it to say that we are in the southern part of the state, our high school being situated between two communities whose total population is about six thousand. Our school enrollment varies between four and five hundred. Ours is a rural community, general employment being supplemented by a shoe factory, state hospital, box factory, and kindred shipping and trucking interests. Farming is one of the leading occupations.

I am not attempting to defend our program. I am just reporting what it is. The general guidance program carried out through our social studies attempts to direct student thinking; to be a definite aid in the formation of pupil decisions and attitudes, rather than a source of boundless factual material.

The adult conception of a school usually means the type of school, good or bad, that person attended. Anna is the seat of the old Union Academy; therefore, the consensus of adult opinion is that a secondary school is a place where the classics are taught. Five years ago, more than half of our students took Latin. With the stressing of guidance in our social studies, this group has dwindled to less than one-fifth.

The social science subjects offered are community civics, sociology, economics, advanced civics, history, and vocational guidance. Student interest is good; sixty or seventy persons sometimes enroll for one class. American History is the only required subject.

The first, and possibly the most important in attitude forming, of the social science group, is designated as community civics. The class is open to all freshmen, algebra being shifted to the second year, and to maladjusted sophomores. Students who have been failures or disciplinary problems are urged to enroll in this class.

As a text we have been using "My Worth to the World" by Capen and Melchior, supplemented by "Social Studies" by William McAndrew, "The Student Thinks it Through" by Perkins, and "Case Studies for Classes in Civics" by Morgan. Two chapters, "You and Your Politics" and "Your Life Goes on," from the McAndrew "Social Studies" text were particularly successful in stimulating student thinking. The book is published with or without Dr. Thurman B. Rice's contribution, "Your Life Goes On." I suggest that by all means the edition which includes this chapter should be used.

We found films and film strips both profitable and popular. The use of a film strip machine with sound accompaniment proved one of our most successful factors in the forming of safety attitudes. Local

insurance agents will gladly procure these films, which contain a minimum of advertising matter. Many good films may also be obtained from Federal Government agencies. During the second semester a schedule of one visual education period each week was followed.

Broadly, the purpose of the class is a consideration of the student's problems with the idea of self-solution. Aid is given the pupil in making his own adjustments during this formative period, through a frank open discussion of all questions, regardless of how trivial. The second or third week of school, students are given blank unmarked sheets of paper with the understanding that under no circumstances are names or other means of identity to be used. They are then asked to write or print any question or questions concerning school life that may be in their minds. This is purely a voluntary exercise. Blank sheets may be returned if the pupil so desires. They understand that these questions are to be used for class discussions and that the writer's identity will never be ascertained. Here are some sample questions:

Why is it necessary for a boy who works two hours every afternoon to be in a gym class?

Why should a high school student get one of those suits they wear in physical education?

Why should anyone go to school, anyway? (Right here I would like to mention that we found the best student answer to that question in McAndrew's Social Studies. The chapter on "What You Can Make High Schools Do" is an excellent discussion along this line)

Why is Miss Blank so strict in the study hall?

Is a boy locked down upon because he is on the N.Y.A.?

Should a high school boy smoke? Why or why not?

Why is there so much talk about make-up? Don't girls have the right to wear it if they want to?

Why do older people think there is harm in going to night clubs?

Why do Republicans dislike Democrats?

Why do women insist on men's wearing ties?

Why do teachers have different rules for classroom behavior?

Class opinion is obtained and detailed discussion given each question submitted. In many cases, the class must be thoroughly prepared before the question is presented.

Another example of class discussion projects is taken from "The Student Thinks it Through," by Perkins.

An Inferiority Complex

"Mary Sloan, a high school junior, had what is commonly called an inferiority complex. She was painfully self-conscious. She dreaded going in to greet people who visited in her home. She seldom attended school affairs, and when she did, she would just look on rather than participate. When called upon for an oral English theme, she would be so terror-stricken that she would say "unprepared" rather than stand up and give it. The girl had but few friends and lived largely within herself."

Three questions are then presented for discussion:

1. Are inferiority complexes common among high school pupils?

2. What causes lack of confidence?
3. How may lack of confidence be overcome?

Then the class is asked to vote yes or no on the following statements:

Should a pupil who lacks confidence favor himself by avoiding situations that are hard for him?

Is it possible to acquire self-confidence by learning to do things well?

Will acting as if you had confidence help you to gain confidence?

Other guidance material of particular interest along this line is to be found in "Boy Dates Girl," a collection of articles by Gay Head which were published in the Scholastic magazine.

Student situations for discussion are chosen from every school or home activity. Such topics as "Why Students Fail," "How to Study Effectively," and "What is School Spirit" are given recitation time. A direct correlation from behavior to citizenship to government is made in this class.

Our vocational guidance class is open to juniors and seniors. Students who have trouble making adjustments and those without a definite pattern of life are given preference in enrolling for this class. No text is used. A work book along with a reference library which is placed in the study hall under student supervision, is supplemented by a monograph series published by the Morgan-Dillon Company and a Careers Research Monograph group furnished by the Institute for Research.

General discussions of personality traits and tests, self-analysis, and character improvement take the first two weeks of the course. An interesting personality test may be given by having the group draw or select names of classmates. This name, of course, must be someone with whom the writer is well acquainted. The class is pledged to secrecy and the students make a serious attempt to answer ten questions concerning the person drawn. The questions concern condition of fingernails, shoes, hair, dress, general appearance, temper, ability to express oneself, sound of voice, manner of walking, etc. Ten percent is allowed for each question and after the final grades are tabulated the test is brought to the desk and distributed by the instructor to the subject. The teacher does not examine the names or grades, and the students do not know the person who has given them their rating. Some interesting discussions will follow this type of test. If you really want to have some fun, place your own name on this list.

This work is followed by a conference with each individual at which time consideration is given to many of the questions brought out in class. Halitosis fears are also squashed and a thorough explanation of the cleansing action of soap is sometimes explained. Following these interviews we plunge into the consideration of various vocations. The panel discussion method was found to be the most practical for a class of thirty or more. Panel subjects are posted on the bulletin board with the student privilege of choosing their own position. The panel is seated at a long table before the class.

...the following cases

...who have been found by evidence

...the following cases

...the following cases

...the following cases

...the following cases

...the following cases

They are aware that unpreparedness simply means that the remaining portion of the class will place them on the spot. Surprising results may be obtained through this method.

This year's class felt that great benefit was derived from the broadcasts over radio station WILL by the staff of the University of Illinois. These were on the air one day each week from ten-thirty until eleven o'clock. A shorthand student recorded the work and tests were given covering the material the following day. The discussions by the school of agriculture and the school of music were exceptionally good. The university deans also answered many student questions. One criticism offered by a pupil concerning these broadcasts was that now and then the material given bordered on propaganda.

During the course, the demands of present day industry on its employees are stressed. Made to order responsibility assignments are given. Pressure is put on the students who lag with assignments. Methods of job-getting as well as job-choosing are discussed. Reading reports are required each week and a term paper is prepared following a conference on subject matter. Special stress is placed on the idea that any business is happy to hire the person who can make them money. In addition to the usual vocational discussion, we spend two or three weeks studying colleges and universities. Costs, requirements, standings, and work offered are brought out. Correspondence schools and extension work come in for their share of the discussion. All this material is gathered and presented by students under faculty supervision.

An average of thirty per cent of our graduates attend some college or university. This has been as high as forty-three per cent. Within the three or four years following graduation eight to ten per cent are hired by the local shoe factory. Mercantile establishments, farms, and varied industries gradually absorb the remaining number. These facts are kept in mind as the vocational guidance course progresses.

The community employs a school nurse for first aid duties in the school plant and checking with the daily roll the persons on the sick list. Her time is divided between the treatment and prevention of disease and social service work. She calls at the home of all students on the second day of absence. She also assists in community charity activities.

Our home room program is correlated with our guidance work with the expectation that every student in school will be exposed to a certain amount of this attitude-forming discussion. The present lineup calls for work on "How to Study," and "How to make High School Adjustments" for freshmen; "Manners and Character" for sophomores; "Am I Getting the Most out of High School" for juniors; and "After High School, What?" for seniors.

A teacher's classroom duties have been greatly lightened for the coming year to allow time for work with failures, maladjusted students and drops. This teacher must have a car and go immediately to the home of pupils who have lost interest or are absent without given reason. Conferences with students who fail, bring about a better student-teacher relation, along with parent-teacher conversations which aid this type of pupil.

Two questions appear on every registration blank filled by the student. They are: "Are you going to college? What vocation?" The purpose of these is not to tabulate the information gained, but simply to keep these two items before the pupils' minds - to stimulate thought on these questions over a four-year period.

* * *

WILLIAM HABBERTON, Chairman: One night I was chauffeuring a group of boys to a basketball game at a town some little distance from ours. After we arrived, one of the boys came up to the gymnasium, and it seems that in the course of his conversation, he rather badly forgot his grammar and made an obvious grammatical error. The coach stopped him, and called him down. The boys all responded with something about "that old English teacher," or "no use learning English," and the coach said, "That is right. There's no use learning English in the English room at school unless you are going to practice it all the time." It seems to me that this was a very important opportunity for guidance, which was met very successfully by our coach. All of us should be sensitive to the situation in which good rules of conduct should be observed.

QUESTION: What would be your idea about having a special course dealing with "Problems"? If you will remember, three or four years back, such a situation was much talked of. As I understood it, such a course for seniors was suggested. I don't know whether it went in to the problem of hygiene, or not. We haven't done it yet, except when the problem presented itself.

We have, through our home room activity group, been able to cope with general situations, such as those dealing with social graces. It is rather surprising how well and how quickly our students have picked up the proper attitudes. We also use our cafeteria as a training place for manners in eating. A cafeteria can be a rather noisy and boisterous place, unless the proper attitudes are maintained.

QUESTION: Do you include such things as social graces, table manners, etc., in your regular course or not?

ANSWER: We don't make it a point to touch upon these as a regular part of our course; however, these problems are continually occurring, and we do our best to discuss and settle them during our class discussions.

QUESTION: Don't you think it is largely up to the teacher, whether or not these problems are tactfully met and whether benefits are derived from the discussion?

ANSWER: Yes it is. A good teacher is generally a good one to carry on guidance work. However, it is not always possible to obtain good teachers. In our faculty, we have some people who don't succeed at all. They think that what they believe, and only what they believe, is right. Of course, we all believe that to a certain extent, but we don't always assert our beliefs quite so violently.

QUESTION: What do you do with a pupil who doesn't show any interest in anything, doesn't contribute anything to the recitation, and doesn't pass anything, or show any desire to do so?

ANSWER: That is something beyond the jurisdiction of the person in charge of the social guidance program. That is a problem for the principal of the school and for the parents or guardians of the child.

QUESTION: What do you think of a case like this: you all know the two boys about whom I speak. I taught them for four years in high school. During that time, they both served as class officers, had leads in the plays and operettas, were the outstanding athletes, and, without a doubt, the leaders of the school activities. Then, when they came to the University, neither one of them was in the lead. That almost got them. They were so used to being leaders that they were not willing to follow. In fact, one of them quit school and came home. It was all I could do to talk him into returning to the University. What kind of leadership would you call that? Certainly the problem of those boys is a problem of guidance.

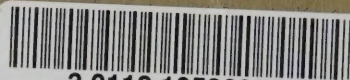
ANSWER: Is it good training to train a boy or girl to be a leader only, and not to be a good follower? At any rate, both boys won a victory, when they did decide to come back to the University. They conquered something within themselves, and in a way, answered and solved their own guidance problem.

CHAIRMAN: If there are no more questions, or opinions to be offered on the questions already opened up, it is time for us to adjourn. I guess that is all.

* * *

227 Lincoln Hall
July 15, 1938
2:00 p.m.





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